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ABSTRACT

Designed as a source of current information and a guide to future activities in Maryland's community colleges, this report provides a systemwide overview of trends, goals, and needs, as well as quantitative data for each college. Chapter I explains the format, purposes, and uses of the report. Chapter II highlights the mission of Maryland's community colleges; presents a history of community colleges in the U.S. and in Maryland; and discusses the Maryland community college system's structure and governance, providing information on state coordination and local governance. Chapter III contains data illustrating the status of community college operations in the areas of enrollment, student characteristics, student services, degree and certificate programs, continuing education, faculty, finances, and physical facilities. Chapter IV lists the goals and objectives of the Maryland State Board for Community Colleges and of the college system, and chapter V discusses future directions in the areas of instruction, student services, financing operations, computer functions, institutional research, and physical facilities. Finally, chapter VI provides an overview of the institutional plans, projections, and resource requirements of each of the state's 17 community colleges. Appendices include definitions, enrollment and financial data, information on the state's management information system, and other Board publications. (HB)

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STATE PLAN

FOR COMMUNITY COLLEGES

IN MARYLAND

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June 1985

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June 1985

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable Melvin Steinberg, President of the Senate of Maryland
The Honorable Benjamin L. Cardin, Speaker of the Maryland House of Delegates
The Honorable Members of the Maryland General Assembly
The Honorable H. Louis Stettler III, Secretary, Dept. of Budget & Fiscal Planning
The Honorable Constance Lieder, Secretary, Dept. of State Planning
Dr. Sheldon H. Knorr, Commissioner, State Board for Higher Education
The Community College Boards of Trustees
The Community College Presidents

In October 1973, the State Board for Community Colleges published the first Statewide Master Plan for Community Colleges in Maryland. That Plan set the tone for emergence of a vibrant new sector in Maryland higher education.

The State Board has continued to publish a State Plan on an annual basis. As Maryland continues in its second decade of such planning efforts, this Plan chronicles the facts that more students are enrolled in two-year colleges than in all four-year colleges combined and that State-level planning is of ever more critical importance.

The Maryland community college enterprise is not only large, but changing rapidly. The seventeen institutions now serve numerous adults, many of whom are unemployed, underemployed, or dislocated, as a major part of community college services. Training and retraining have taken a place alongside traditional educational offerings.

Community colleges have changed dramatically over the years. Now the external environment facing the colleges is changing.

If community colleges are to retain that spark that has characterized their 39 years of existence in Maryland--constant adaptability to State and local needs--it is essential that the future be planned for and not backed into.

Concurrently, with the publication of this Plan, the State Board is embarking on a major study on the future of the community colleges. With a broadly-based panel representing all constituencies, we will be assessing the community college role, scope, and mission. We look forward to reporting to you in the future on the status of this vital study.

It gives the State Board great pleasure to present to you the 1985 State Plan.

Sincerely yours,

Samuel P. Massie
Chairman

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I. FUNCTIONS OF THE PLAN

CHAPTER ABSTRACT

This State Plan is a multi-purpose document. The Plan serves a variety of general and specific purposes. Like the eleven plans published previously, this document is intended to be useful as a source of current information and as a guide to future activities for the community colleges themselves, for other State agencies and institutions of higher education in Maryland, the Executive and Legislative branches of State government, and for the general public. This chapter sets forth the format of the Plan, the purposes of the Plan, and a description of the uses of the Plan.

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FORMAT OF THE PLAN

To be most useful and clear, this work proceeds from the general to the specific. Material in the front of the document applies first to Maryland higher education as a whole and then the community college system in particular. The history of the system is reviewed and present conditions and trends are discussed.

Following this general view of the past, present, and future of Maryland's community college system, this document presents a quantitative view individually of each community college. These institutional capsules have been constructed in terms of current enrollment; instructional programs available and projected; continuing education courses offered; facilities on-line and in-process; and institutional finance.

While Chapter I is meant to provide insight into the organization of the Plan itself, it should be kept in mind that this document comprises only one part of a total planning process undertaken annually by the State Board for Community Colleges and the individual institutions. Other parts of the total planning effort are as follows.

An annual report of the State Board for Community Colleges is mandated by statute. The Maryland Code (Title 16 of the Education Article) requires the State Board to submit annually to the Governor and General Assembly a report on its activities and the activities of the community college system. For reasons of economy and in order to provide a more complete picture, the annual report is integrated with this State Plan.

The greatest value of a Plan such as this is to prepare for future challenges. This year a new chapter of the Plan deals specifically with future issues, Chapter V. The material in this chapter was developed by the State Board staff in conjunction with the respective affinity groups of community college officials.

To chart future directions, a clear idea of the present conditions and trends is necessary. Therefore, the State Board for Community Colleges compiles an annual

compendium of quantitative data on major aspects of community college operation. This includes information on enrollments; costs; degrees and other formal awards; demographics; employee characteristics; and the overall relationship of community colleges to the remainder of higher education, to the State of Maryland, and to the sponsoring political subdivisions. While detailed quantitative information was published earlier this year in the annual Selected Financial and Enrollment Databook for use by the fiscal committees of the General Assembly, essential elements from this publication have been included in Appendix B.

The overall planning package for FY 1986 has been consciously structured with two purposes in mind. It is meant to provide a broad and comprehensive picture of Maryland community colleges--past, present, and future--and to prevent duplication in Board publications by creating a single reference document for multiple uses.

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GENERAL PURPOSES OF THE PLAN

While it is recognized that community colleges represent a shared partnership of State and local government in Maryland, the major focus of this Plan specifically is on systemwide developments and their impact. The overall aim of this State Plan is to build a rational course of future action for Maryland community colleges based upon current conditions, identified needs, and available resources. As a tool for coherent decision making, the Plan provides for coordination of efforts internally within the community college system and externally with other institutions and governmental entities. The general purposes can be summarized as follows:

- To provide an accurate representation of the current functioning of Maryland community colleges;
- To communicate the historical and philosophical base upon which these current activities have developed;
- To project overall State resource requirements for operating and capital funds;
- To determine the need to formulate new Board policies for the operation of the community college system; and
- To develop recommendations for actions outside the limits of the Board's authority, including Executive or Legislative action.

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USES OF THE PLAN

This Plan achieves its major purpose when it is used in guiding public policy decision-making both as to the community college system as a whole and as to proposals

submitted by individual institutions. The entire system is impacted by overall general policy actions. However, the contours of the system also can be altered over the long term through apparently smaller actions on smaller issues.

Institutional proposals come forward most commonly in the course of forecasting enrollment levels; developing new instructional programs; discontinuing existing programs; establishing statewide programs; implementing audit recommendations; requesting State participation in projects of capital construction; and requesting approval of continuing education offerings for State funding purposes.

Some of these decisions routinely come to the State Board for action. Other matters are handled administratively by staff action. In either case, however, the Board may always take final action because the affected community colleges are always afforded the right to be heard before the Board.

The important part, however, is that the decisions made by the State Board or delegated by the Board to its staff are best conceived and implemented when they are based on the conditions and assumptions contained in a relevant plan adopted prior to the promulgation of specific actions. To the extent that such a framework is humanly possible, this Plan aims to be that foundation and framework.

Use of this Plan by the State Board for Community Colleges is by no means the only use of the document. The Plan is intended to comport with and enhance the Statewide Plan for Postsecondary Education in Maryland, published by the State Board for Higher Education; the State Plan for Administration of Vocational-Technical Education in Maryland, developed by the Division of Vocational-Technical Education and approved by the Maryland State Board of Education; and other plans of Executive and Legislative bodies.

This State Plan also is intended to guide community college actions at the local college level. While the specific projections for individual community colleges contained in this Plan represent the best judgment of the State Board and are used in State-level policy decisions, their application to local operations and relations with local government is at the discretion of the individual boards of trustees in accordance with their statutory duties and responsibilities.

The Plan serves one additional general function. Because the Maryland Code designates the State Board for Community Colleges as the State-level point of contact for all issues affecting community colleges, the Board provides the Plan to the general public and to agencies of government at all levels in the interests of disseminating accurate information about and greater understanding of the community college system, its role, scope, and mission.

II. CONTEXT

OF MARYLAND COMMUNITY COLLEGES

CHAPTER ABSTRACT

From their beginning nearly 40 years ago, Maryland community colleges have grown and developed into a major component of the State's system of higher education. The public two-year colleges, that is the community colleges, have a distinct mission that distinguishes them from all other segments of higher education in the State.

Community colleges are the only higher education institutions that are both State and local; they are the only public institutions authorized to award the associate degree in Maryland; and they currently enroll over half of the State's total undergraduates in public higher education institutions. Structurally, community colleges are governed locally and coordinated at the State level, and this also distinguishes them from most other public postsecondary institutions.

Each community college is governed by an appointed local board of community college trustees. Statewide authority for community colleges is vested in the State Board for Community Colleges, which has adopted General Policies for the operation of the colleges. Overall coordinating responsibilities for higher education, including community colleges, are within the purview of the State Board for Higher Education.

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MISSION OF THE COMMUNITY COLLEGE SYSTEM

The success of the community college system in Maryland in large part is attributable to the clarity and distinctiveness of the segment's mission. The purpose of a mission statement is to not only enumerate the elements that define the system's role and scope but also to specify those factors which distinguish it from other institutions and systems. The mission of the Maryland community colleges has been clearly delineated in the Maryland Statewide Plan for Postsecondary Education, and it is the mission contained in that plan that appears below.

STATE BOARD FOR COMMUNITY COLLEGES MISSION

It is the mission of the State Board for Community Colleges to coordinate and provide statewide leadership for a high quality community college system that continues to meet changing State and local needs in an effective and efficient manner. The State Board for Community Colleges goals are achieved when actions of the Board and staff, in accordance with statutory responsibilities, serve to enhance college functioning, seek adequate funding, stimulate coordination and planning, and assure public accountability.

COMMUNITY COLLEGES MISSION

The mission of community colleges is to provide high quality transfer and career programs, continuing education and community service at a reasonable cost to students in response to local educational needs.

Students: The community colleges will provide educational opportunities for eligible persons who desire credit or continuing education instruction. The community colleges will provide opportunities for a wide range of students, from those with exceptional academic ability to those who lack certain prerequisite college skills. Community colleges will make remedial and developmental programs available commensurate with the needs of their students and will coordinate these with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Academic Program Levels: The community colleges will provide programs leading to the associate degree and lower division certificate. All transfer coursework offered will be at the lower division level.

Types of Instructional Programs: The community colleges will offer transfer programs that provide students with the coursework necessary to transfer to programs in upper division institutions. Occupational programs will be offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education is available for citizens who need assistance with basic skills and career planning or who desire to upgrade an existing talent or to acquire new skills.

Research: Community colleges will engage in instructional and institutional research to help ensure effective teaching and policy formation. They will engage only in limited sponsored research.

Public Service: The community colleges will provide community service activities designed to meet the needs of local citizens, government, business, and industry.

Faculty: Faculty will be recruited and evaluated based on their expertise and their commitment to the mission of community colleges.

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HISTORY OF THE COMMUNITY COLLEGES

NATIONAL PERSPECTIVE

Community colleges generally are recognized to be a uniquely American higher education invention. While scholars disagree as to the specific foreign influences that helped shape the American state universities, land grant colleges, and teacher training institutions, the modern concept of a public two-year college is totally indigenous to the United States.

While two-year colleges had their origins in the first half of the twentieth century, these institutions were quite different from the community colleges of today. Most of these institutions were private, and it was not until 1948 that the number of public institutions exceeded the number of private ones. Since then public community colleges have taken the commanding lead. In 1984, there were 1,064 accredited public two-year colleges and 155 accredited private two-year colleges, according to the American Association of Community and Junior Colleges.

The community college movement clearly came into its own nationwide in the late 1940s and early 1950s. The pace quickened in the late 1950s and the growth in number of colleges and enrollment in the 1960s and early 1970s is legendary. Community colleges continue to be a force for innovation in higher education, although quantitative growth is expected to be stable or at a slower rate in the 1980s.

Philosophy: Comprehensiveness best describes the unique properties of the community college as an institution. The community college is comprehensive in terms of the wide range of programs and services it offers and in terms of the range of students it serves. Just as the community college does not erect unnecessary barriers between traditional academic subjects and those applied courses related to the world of work, neither does the community college pick and choose its students. Rather, the community college supplies the widest possible number of offerings to students who can profit from attendance.

The comprehensive community college not only continues to offer university-parallel or college transfer programs but also places heavy emphasis on occupational programs and a wide variety of continuing education offerings. Nationally most of the recent community college growth has been and continues to be in the occupational and continuing education areas.

Occupational programs may be called vocational programs, technical programs, or career programs according to local convention. The term applies to those degrees, certificates, or series of courses intended to prepare individuals for immediate employment. Continuing education, which may be called community service, adult education, or continuing education programs, is intended to serve a variety of purposes from personal interest areas to skills upgrading to career change to citizenship development to vocational or avocational pursuits. Continuing education offerings are readily adaptable to special circumstances; flexible duration, time, and location; and unique clientele. Continuing education is the area of greatest innovation. Most community colleges have made considerable effort to expand programming in this area, and it is certain to become even more important in the future.

Other institutions offer some of these types of programs. Four-year colleges and universities offer liberal arts and continuing education programs. Proprietary institutions and technical institutes offer occupational programs. The hallmark of the community college is that it offers ready access at reasonable costs to all three of these program areas. Community colleges are local or regional institutions designed to meet community needs. These needs are met by openly accepting all students who can benefit by attendance, by providing instruction at convenient times and places, and by keeping student charges at a reasonable level.

Community College Financing: The common characteristics of community college programs and services are readily identifiable. However, as institutions are dependent generally upon the support of state and local governments, community colleges in different states--and even within states--vary as to their patterns of finance and the impact of these patterns on the flexibility to respond to fluid circumstances. Being open-door institutions complicates the process of budgeting in community colleges since not only does the amount of student revenues vary greatly with the number of individuals who enroll, but so do these fluctuations commonly affect the amount due the college from its various governmental sponsors.

In the literature of community colleges, it has been concluded that there are four major models for public support. They are full state support, unit rate formulas, minimum foundation plans, and cost-based program funding. The Maryland financing structure has been identified as being of the unit rate formula.

Organization and Governance: Public higher education, traditionally, has been regarded as a state function. A limited number of municipal colleges and universities has existed on the American scene; but until the emergence of the modern community college, the primary educational function of local government had been at the elementary and secondary levels. Community colleges have changed that. Most typically, community colleges are a shared responsibility of the states and local political subdivisions. How this control is divided has much to do with how responsibility for funding is divided.

Governance is usually taken as the authority to make overall policy, hire and fire personnel, establish compensation, provide for promotions, control the budget, enter into agreements and contracts, accept gifts, and maintain general control. There is general agreement as to what is a governing board and what is a coordinating board.

The predominant national pattern is for community college governance functions to be at the local level with a board of trustees and for coordination to be accomplished by a state-level board. Boards of trustees may be appointed by state or local officials and be dependent for funds appropriated by elected taxing authorities; or community college trustees may be elected, in which case the board of trustees is likely to possess its own taxing authority. This authority might be limited in accordance with statute or ordinance, or levies might otherwise be conditioned on local approval by the electorate.

While the above pattern of local control and local coordination is predominant, there are two major variations to this approach on the national scene. In some states community colleges comprise a state system with control exercised by a state-level governing board. Such states are more likely to operate with the state funding most direct costs. Another variation is those states in which some or all of the two-year public colleges are operated as part of a public university system. In this pattern, community colleges are viewed as branch campuses of a parent institution with consequently more emphasis on transfer work.

As part of a movement in the decade of the 1970s, many community college governing boards contain student members. Their status, as full voting members or more limited positions as nonvoting or advisory members, varies according to the dictates of local laws or regulations.

Members of appointed governing boards are generally selected for their interest in educational affairs or their position in the community. It is not unusual for board membership to represent a cross section of the community in terms of the professions and leadership of business and industry. These factors help assure that community colleges reflect and respond to unique needs of a local area. Some boards contain ex officio membership of public officials or representatives of other postsecondary institutions. This appears particularly true in the case of state-governed systems. In a number of states there remains the pattern of two separate types of two-year colleges--the arts and science transfer institutions and the technical colleges or institutes.

EARLY COMMUNITY COLLEGE ORIGINS IN MARYLAND

The movement to establish a system of locally controlled public two-year colleges in Maryland gained momentum immediately following World War II. With the support and encouragement of the State Board of Education and the State Superintendent of Schools, Montgomery and Hagerstown Junior Colleges began operation in 1946. One year later, Baltimore Junior College was established by the school system in Baltimore City.

These three institutions served as the forerunners of today's system of seventeen comprehensive community colleges. Prior to this time, only limited efforts had been made in Maryland to offer two-year college programs. In 1927, St. Mary's Female Seminary, then a public high school in St. Mary's City, was authorized to operate a junior college division and to award associate degrees. The initial effort at St. Mary's was followed a few years later by associate degree programs at three State teachers' colleges as an option for those not interested in teacher education. Two-year "college centers" also were established in Baltimore City in the 1930s as part of emergency efforts during the Great Depression. All of these programs ultimately were phased out.

Beyond the first three community colleges, eight additional institutions were created between 1946 and 1961. Much of the impetus for this expansion came about through recommendations of a series of study groups, including the Marbury, Pullen, and Curlett Commissions. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college came into being on Maryland's Lower Eastern Shore.

CONTEMPORARY ALTERNATIVES

While no additional community colleges have been established in Maryland since 1975, efforts to increase geographical accessibility have continued. As an option to establishment of a community college, branch campuses have opened in three counties. These branch campuses, operating under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the addition of another county to one of the State's two regional community colleges, community college services currently are offered locally in twenty-three of the State's twenty-four political subdivisions. Only Somerset County has elected not to provide such services.

STATE AND LOCAL FUNDING PARTNERSHIP

The State has shared with the local political subdivisions the responsibility of funding community college costs since their inception. This State-local partnership is unique in higher education to the community college system and distinguishes these institutions from all other Maryland colleges and universities.

State support began as a system of flat grants to each community college. However, since 1949 State aid has been distributed on a formula basis. Prior to 1965, the general principle remained that the State, counties, and students should contribute one-third of the costs in equal shares. Since 1965, the statute has called for a 50-28-22 percent distribution from the State, the counties, and students, respectively. A separate formula was established for the regional and small community colleges in 1973. All of the formulas have been adjusted in terms of the maximum rate of aid.

The funding formula for community colleges was supplemented on a one-year basis with a grant to each board of trustees and an additional amount for each part-time credit student during the 1981 legislative session. The Governor proposed to the 1982 General Assembly that these changes be made permanent, and the proposal was enacted during that session. During the 1984 legislative session, the aid rate per full-time equivalent student, the annual flat grant, and the grant per part-time credit student were increased.

During the 1985 legislative session, the General Assembly, upon recommendation of the Governor, increased the State aid to community colleges from $910 to $980 per full-time equivalent student for most community colleges and from $1,720 to $1,865 per full-time equivalent student at the four small and regional community colleges. The annual grant per board of trustees for colleges not on the small and regional formula increased from $270,000 per year to $350,000. In addition, a new program of grants based on the number of low-income students was established and each community college is budgeted to receive $115 per Pell Grant recipient. For all future years, State aid to community colleges will be based on actual full-time equivalent students attained in the fiscal year two years prior to the time of payment. The new approach allows the State, the sponsoring political subdivisions, and the colleges to plan and budget more effectively.

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STRUCTURE AND GOVERNANCE

Community colleges are an important element in the State's system of higher education. As part of the total system, it is necessary to review the overall structure and to show the relationship of the community colleges to that structure.

OVERALL COORDINATION OF HIGHER EDUCATION

The Maryland General Assembly enacted legislation in 1976 creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher

Education as the State Board for Higher Education. Major additions to the Board's responsibilities included the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary educational institutions, a function formerly performed by the State Department of Education.

The State Board for Higher Education is comprised of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee advises the State Board for Higher Education. The committee includes two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Maryland Code, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;
- To secure, compile, and evaluate information on any matter within its authority on the forms it requires from any person, agency, or institution subject to its jurisdiction;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;
- To review and make recommendations but not reduce, increase, or modify the operating budget requests of the responsible institutions and agencies;
- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;

- To review and approve, before implementation, each proposal for any new program and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State; and

- To perform any other duty delegated to it in accordance with law.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

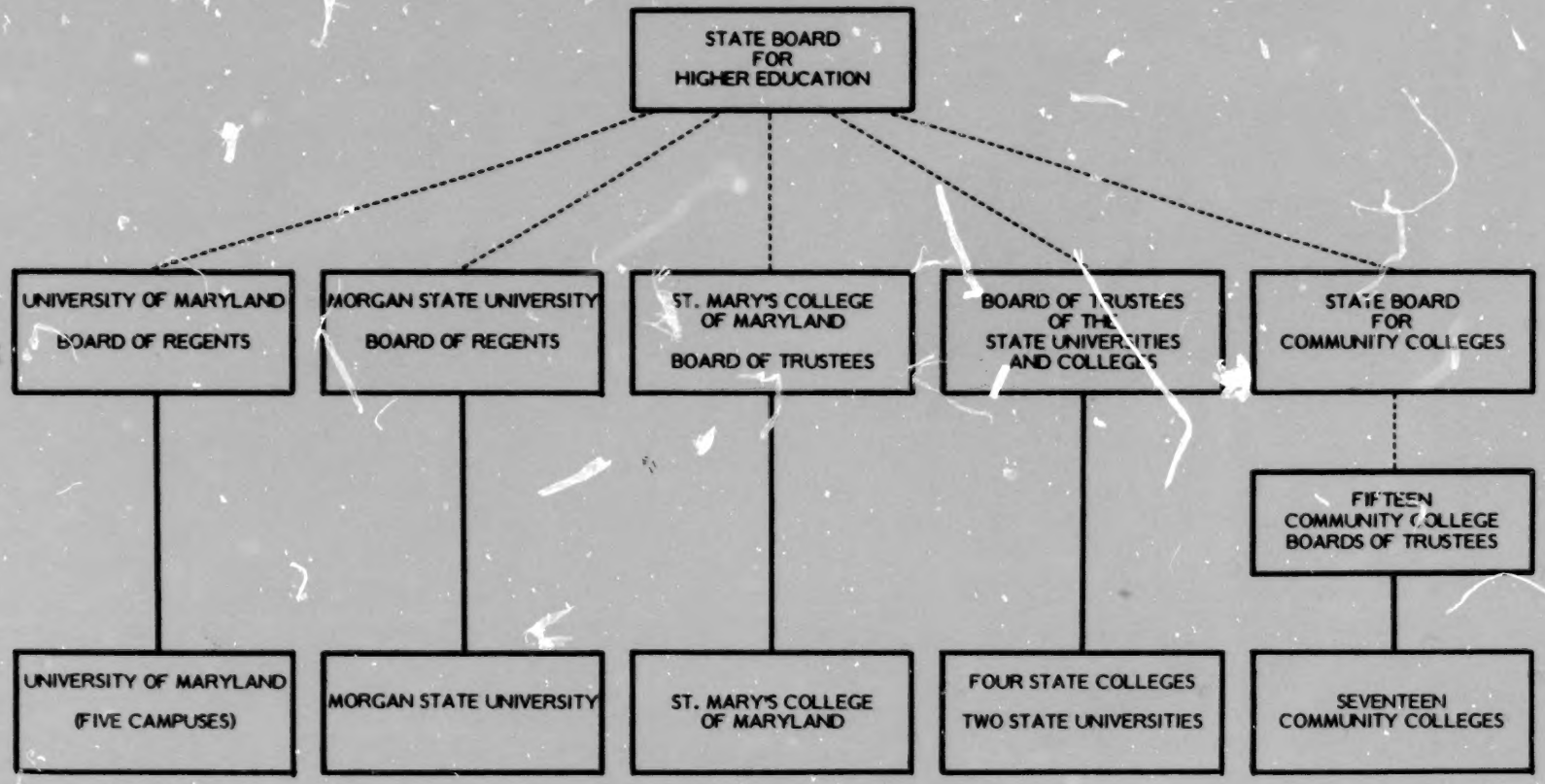
Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordinating function also includes private institutions. Proprietary institutions are included within the Board's purview in accordance with provisions for the approval of postsecondary institutions to operate in Maryland.

STATE COORDINATION OF COMMUNITY COLLEGES

The State Board for Community Colleges was established by Act of the General Assembly in 1968. The Board and agency became operational in 1969. The State Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
FIFTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
Coordinating
Governing

1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

State Board for Community Colleges Statutory Authority: Title 16 of the Education Article of the Maryland Code establishes and provides for the operation of the State's community college system. Reposed in this statute are the following powers granted to and duties imposed upon the State Board for Community Colleges:

- To have full statewide responsibility for the community colleges;
- To establish general policies for the operation of the State's community colleges;
- To administer the program of State support for the community colleges;
- To administer the "Construction Program for Public Junior, Community, and Regional Community Colleges" under Acts of the General Assembly in accordance with procedures developed by the Board and adopted by the Board of Public Works;
- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;
- To study the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To coordinate relationships among the community colleges so as (1) to (i) assure the widest possible educational opportunities for students in this State; (ii) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other

institutions of higher education; (iii) assure the most efficient use of State money; and (2) to designate any community college instructional program as a statewide or regional program;

- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities; and

- To report annually to the General Assembly on its activities and the activities of the community colleges.

State Board for Community Colleges Functions: In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating planning and program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, the provision of legislative information, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, impetus is provided by the Board in identifying needs throughout the State which community colleges can meet; pointing out directions for further development; making recommendations to the Governor and General Assembly; increasing awareness of community college programs and services among other appropriate governmental agencies; and bringing national attention to focus to the Maryland community college system.

As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the State Board recognizes that coordination is most effectively accomplished through leadership rather than through imposition and extension of mandatory control mechanisms. The Board believes it has acted in a responsible manner--blending elements of control and enlightened encouragement, as necessary--and stands on its record of strong support for State-level coordination and local control of community college functions.

State Board for Community Colleges Staff Responsibilities: The State Board for Community Colleges is served by a professional staff of seven. This includes an

Executive Director, Associate Executive Director, and five Director-level staff members. Five support staff persons assist the professional staff.

As a total staff group, the Directors comprise the following: a Director of Finance, a Director of Planning and Research, a Director of Continuing Education, a Director of Instructional Programs, and a Director of Facilities. Because of a relatively large agency mission and small staff size, the professional staff functions as a team, and members share responsibilities for a number of overall functions.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

In addition, the Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, adoption, or modification of policies by the State Board for Community Colleges, consideration of community college relations with other institutions, and public perception of community college programs and services.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He coordinates the overall staff effort in development of this Plan, is responsible for agency publications, and is the agency's designated officer for affirmative action/fair practices and forms management for the agency and segment. He works with the community college deans of students, college information directors, and personnel officers.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. She monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All data related to State aid payments are received and processed by the Director of Finance; and she is responsible for administering the State Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the collection of data for the State Plan, conducting research (including statewide student follow-up studies), developing and implementing a comprehensive Management Information System, managing the agency's computer system, and coordinating reports with other State agencies and the federal government. He works with the Maryland Community College Research Group and the Association of Data Processing Directors of the Maryland community colleges.

The Director of Continuing Education is responsible for administering the continuing education program. He works with each community college Continuing Education Division in the development and review of the continuing education courses for which State assistance may be requested. He also serves as liaison to the Department of Employment and Training, Maryland Apprenticeship and Training Council.

The Director of Instructional Programs is responsible for analyzing letters of intent and instructional program proposals and for preparing staff recommendations to the Board. He coordinates the State Board for Community Colleges program evaluation process, including the Program Data Monitoring System and the annual Program Evaluation Report. The Director of Instructional Programs meets regularly with the academic deans and the occupational deans and also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. He is also a member of the Advisory Postsecondary School Approval Committee which reviews new programs proposed by private postsecondary proprietary schools.

The Director of Facilities is responsible for directing and coordinating the facilities planning function of the State Board for Community Colleges and of the seventeen Maryland community colleges. He provides staff liaison between the Board, the facilities planners on each campus, the State Board for Higher Education, the Departments of State Planning and General Services, and the Board of Public Works. The Director of Facilities makes enrollment projections for facilities planning, interprets the construction guidelines, approves all requests for capital expenditures, develops the community college capital construction priority list, and develops the agency's capital construction bond bill proposals. He reviews all construction project proposals, schematics, design development documents, and construction documents.

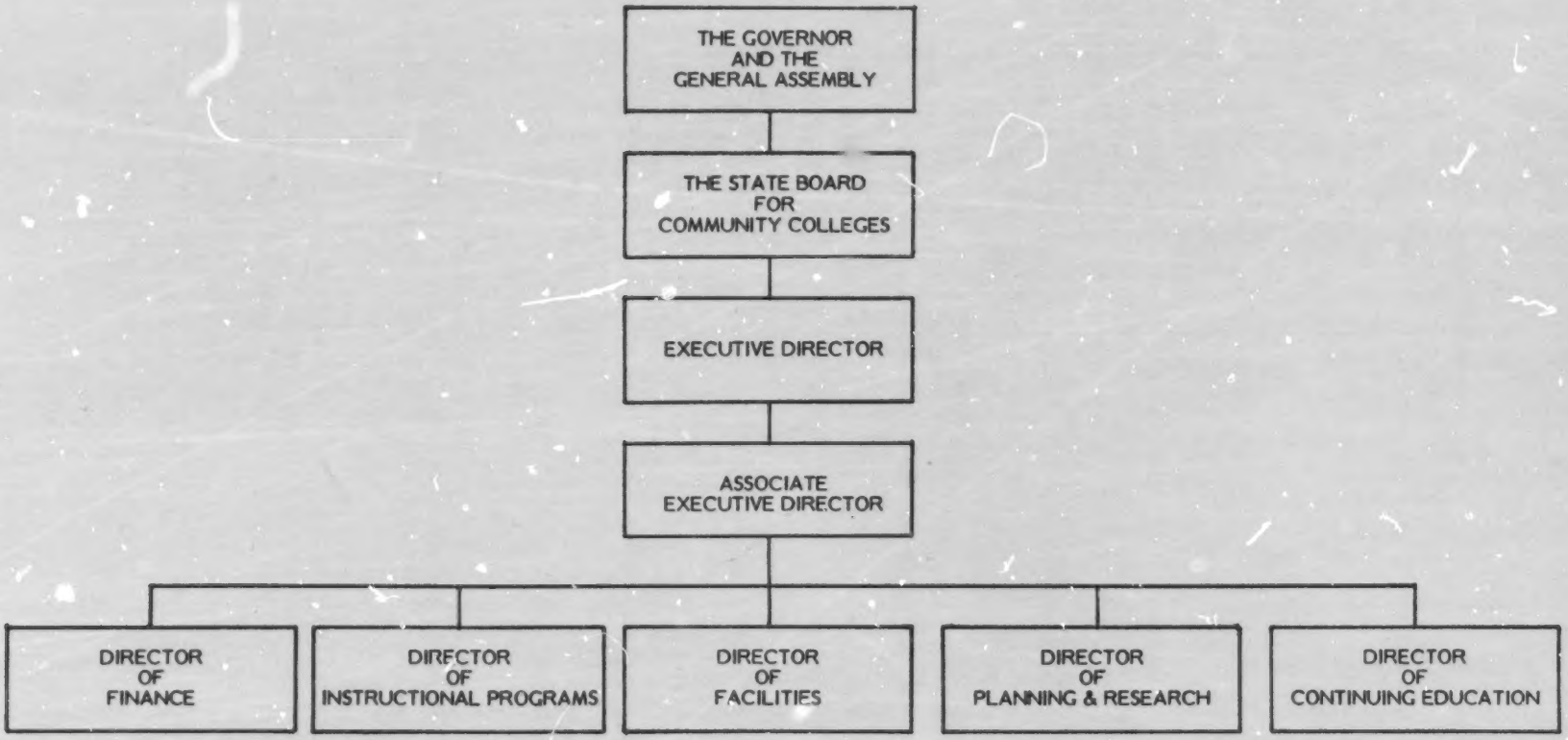
In addition to these members of the professional staff, the Board employs support staff who are essential to the continued operation of the Board's work and the carrying out of essential functions. These individuals perform a wide variety of office, clerical, and computational services.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF INSTRUCTIONAL PROGRAMS
DIRECTOR OF FACILITIES
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION

LOCAL GOVERNANCE OF COMMUNITY COLLEGES

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges under the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges.

Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from the political subdivisions sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action. All community colleges have chosen this course and all community colleges are now operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Community Colleges Statutory Authority: Within the framework of Title 16 of the Education Article of the Maryland Code, local boards of trustees are governing bodies with the following powers granted and duties imposed:

- To establish community colleges, upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the land, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;

- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;

- To sue and be sued.

Community College Functions: The functions of the community colleges derive from the community college mission and the programs they are authorized by statute to offer. Title 16 further provides that, subject to the authority of the State Board for Community Colleges, each board of trustees "may determine offerings that consist of:

(1) transfer programs offering the equivalent of the first two years of a bachelor's degree program;

(2) career programs offering technical, vocational, and semiprofessional education; and

(3) continuing education programs."

Community College Staff Responsibilities: The community college president is appointed by the board of trustees and serves under terms and conditions set by the board. Major responsibilities of the president, however, are set forth in Title 16. These statutory responsibilities include the following: "The president . . .

(1) shall report directly to the board of trustees;

(2) shall recommend the appointment by the board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) shall attend all meetings of the board, except those involving his personal position as president."

The specific organization of the individual community colleges varies in accordance with size, history, and local conditions. Although the titles vary, typically reporting to the president are an instructional dean, student services dean, continuing education dean, and a business or administrative dean.

Principal administrative officers of the community colleges meet with their counterparts and members of the State Board for Community Colleges staff through "affinity groups." These groups provide the opportunity for interchange and sharing of information.

III. STATUS

OF COMMUNITY COLLEGE OPERATIONS

CHAPTER ABSTRACT

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities are contained in this chapter.

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ENROLLMENT

CURRENT COMMUNITY COLLEGE STUDENT CHARACTERISTICS

During the 1970s, community college enrollment statewide increased dramatically. During this decade, community college enrollment increased faster than enrollment in other segments of higher education in Maryland. To a very great extent, the growth and development of community colleges during these years was the dominant factor affecting the demography of Maryland higher education.

As shown in Table 1, enrollment in credit programs in Fall 1984 was 99,584. There were 27,017 full-time students (27.1 percent) and 72,567 part-time students (72.9 percent). Full-time enrollment decreased by 2,936 students (9.8 percent) from Fall 1983 and part-time enrollment decreased by 4,068 students (2.7 percent). Total enrollment thus decreased by 4,977 students (4.8 percent) from Fall 1983 to Fall 1984. This is the first time in the history of Maryland community colleges that a decline in enrollment was experienced. The primary reasons for this decline were the decrease in high school graduates and the rebound in the Maryland economy.

Community colleges enroll 51 percent of all undergraduates in Maryland public and private higher education institutions and 54 percent of all undergraduates in public higher education institutions. In Fall 1984, 27 percent of all full-time undergraduates in Maryland and 39 percent of all new freshmen enrolled full-time in Maryland were attending a community college. Sixty-nine percent of all part-time undergraduate enrollees in the State were attending a community college. The proportion of female students and the proportion of students aged 30 and older has increased during the past ten years.

The community colleges have, however, experienced an increase in the number of citizens participating in continuing education courses. In FY 1984, there were 214,479 registrants in over 9,431 continuing education courses in Maryland community colleges. Noncredit continuing education registrations have increased substantially over the past decade and are likely to account for a significant number of full-time equivalent student enrollment in the foreseeable future. Such enrollment increases will partially offset declines in credit enrollment.

Table I

OPENING CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1965 - FALL 1984

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1965	9,788	58.2	5,819	21.7	15,607	42.3%
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	37.0	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6
1980	28,978	3.1	64,049	6.3	93,027	5.3
1981	29,885	3.1	66,673	4.1	96,558	3.8
1982	30,488	2.0	71,443	7.2	101,931	5.6
1983	29,953	(1.8)	74,608	4.4	104,561	2.6
1984	27,017	(9.8)	72,567	(2.7)	99,584	(4.8)

FUTURE ENROLLMENT

College enrollment in Maryland is influenced by accessibility, population, attendance rates, and retention rates.

Accessibility: Community colleges in Maryland are conveniently located throughout the State. The colleges, realizing the importance of proximity, are increasingly offering courses through satellite centers and on-site in businesses and neighborhood locations, as well as at the home campus.

Population: Community colleges have historically attracted a diverse student body. This has included large numbers of older, married, and working students.

Demographic changes in the number of young people in the State and at the local college level suggest colleges will need to increase even further the number of part-time students from older age groups if they are to maintain current enrollment levels. Data are available from the Maryland Department of State Planning which project

significant decreases in the number of students graduating from high school and a 18 percent decrease from 1984 to 1991 in the number of the 15-19 age group in the Maryland population.

Table 2 provides actual data for the number of students and the size of the population of various age groups in Fall 1984. These two items can be used to calculate the current participation rate of each age group. For example, 5.53 percent of the 15-19 age group were attending a community college in 1984. If this age group continues to enroll at community colleges at this rate and the size of the age group deceases as projected by the Department of State Planning, the number of students in 1986 and 1991 will decrease at the same rate that the population age group decreases. Table 2 indicates that if participation rates for the six age groups do not rise before 1991, there will be 3,750 fewer students in the 15-19 year old group but 2,319 more students in the 40-49 age group.

Decreasing numbers in the younger age group, however, would also mean losing more potential full-time students since the average credit load of the 15-19 year old students is 11.09 credit hours compared with 4.64 credit hour average for those 40-49 years old. Graph I illustrates the increases and decreases in full-time equivalent students (credit hours ÷ 30) for the Fall semester generated by the six age groups, if present age group participation rates and the average credit hour load of each age group does not change during the latter part of the 1980s.

Participation Rate: Recent trends in the enrollment of the 15-19 year old group indicate that the proportion of these potential students attending community college have remained fairly stable. The effect of a decline in the number of people in this group will therefore likely be a corresponding decline in enrollment and the full-time equivalent students produced by this age group. Large increases in participation rate and in the numbers from this age group appear unlikely because of competing military manpower needs, potential changes in grant and loan policies, and increased competition from employment opportunities and other institutions.

The community college attendance rate in the 20-29 year old group has however been increasing in recent years. This group now represents 43 percent of the total student enrollment and produces 46 percent of the credit hours. A total of 240 more full-time equivalent enrollment will be produced in 1991 if the participation rate and the credit hour load by this age group remains the same. Continued increases in the participation rate of this group could however produce increases in enrollment and in credit hours.

The number of people in age groups 30-39, 40-49, and 60+ will increase during the next seven years. If the participation rate and credit hours remain the same as in Fall 1984, there will be an increase of 902 full-time equivalent students produced by these groups.

Retention Rate: In addition to new programs and the continuation of efforts to attract and serve older students returning to the colleges to update skills, to retrain for new jobs, and to pursue their educational interests, colleges will need to offer the courses, services, and campus environment which will encourage their current students to stay and continue their education. Student follow-up studies indicate that the

Table 2

CREDIT ENROLLMENT PROJECTIONS
MARYLAND COMMUNITY COLLEGES
FALL 1984, 1986, AND 1991

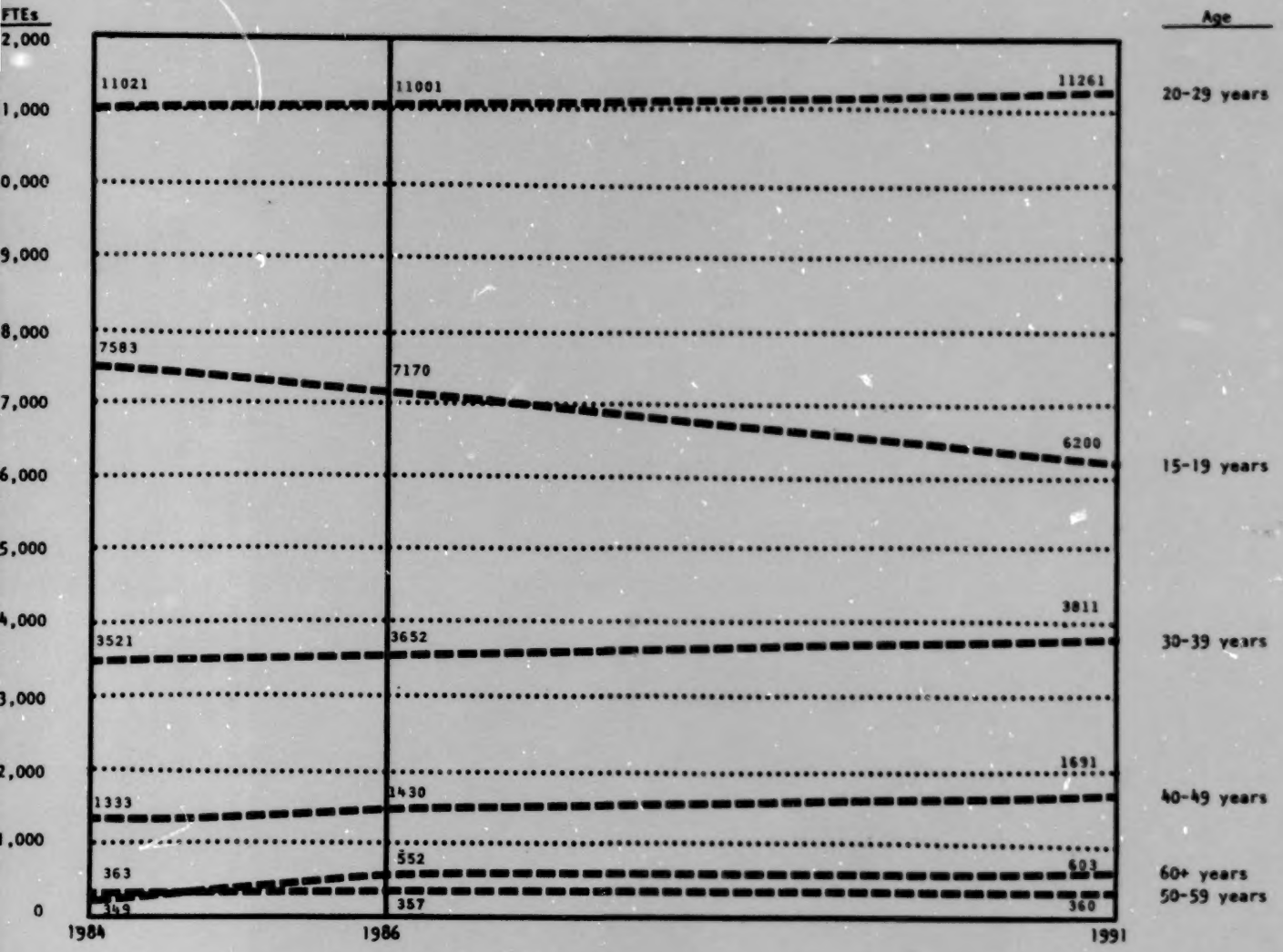
Age Group	1984 Population	Fall 1984 Participation Rate	Fall 1984 Actual Students	Fall 1984 Average Credit Load	Fall 1984 Credit Hours	Projected 1986 Population	Fall 1986 Participation Rate	Fall 1986 Estimated Students	Fall 1986 Average Credit Load	Fall 1986 Estimated Credit Hours	Projected 1990 Population	Fall 1991 Participation Rate	Fall 1991 Estimated Students	Fall 1991 Average Credit Load	Fall 1991 Estimated Credit Hours	Change in Credit Hours 1984-1991
15-19	371,275	5.53	20,523	11.09	227,492	350,746	5.53	19,396	11.09	215,102	303,303	5.53	16,773	11.09	186,013	-41,479
20-29	774,898	5.69	44,064	7.50	330,626	773,329	5.69	44,002	7.50	330,018	758,591	5.69	43,164	7.50	323,730	- 6,896
30-39	714,264	2.76	19,706	5.36	105,640	740,664	2.76	20,442	5.36	109,569	772,805	2.76	21,329	5.36	114,323	+ 8,683
40-49	504,597	1.71	8,617	4.64	39,978	540,812	1.71	9,248	4.64	42,911	639,520	1.71	10,936	4.64	50,743	+10,765
50-59	430,111	.62	2,681	4.06	10,892	425,863	.62	2,640	4.06	10,718	428,931	.62	2,659	4.06	10,796	- 96
60+	640,483	.62	3,966	3.97	15,727	672,187	.62	4,168	3.97	16,547	735,248	.62	4,559	3.97	18,099	+ 2,372
Other[1]	878,120	-	18	2.50	45	874,320	-	18	2.50	45	897,040	-	18	2.50	45	-
Total	4,313,748		99,575		730,400	4,377,921		99,914		724,907	4,535,438		99,438		703,749	-26,651

[1] Actual and estimated students include "age not reported" and 14 and under age group.

SOURCE OF DATA FOR POPULATION PROJECTIONS: Maryland Department of State Planning

Graph I

PROJECTED FULL-TIME EQUIVALENT CREDIT ENROLLMENT STUDENT BY AGE GROUP
MARYLAND COMMUNITY COLLEGES
FALL 1984 - FALL 1991



average Maryland community college student completes about 31 credits within three and one-half years after entering the community college. The college's ability to increase this rate will depend on developing the services and courses which will encourage these students to take additional courses.

For community colleges, the impact of declines expected in high school students between 1984 and 1991 will be softened somewhat by the potential for continued increase in part-time enrollment by students in older age groups. The success of the community college efforts to increase participation will depend upon the national and State economy, the attractiveness of the programs and quality of instruction, and upon the demographic changes in age patterns.

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ASSISTING STUDENTS IN AND OUT OF CLASS

THE NATURE OF STUDENT SERVICES PROVIDED

The Minimum Requirements for Degree-Granting Two-Year Colleges, established by the State Board for Higher Education, provide minimum standards for student services and activities to be provided by all two-year colleges. Section .11 of the Minimum Requirements indicates that, "Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. . .The institution shall be sure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The specific organization of services, as well as the resources and staffing provided, shall be determined by the individual college, so long as provision for all of the above services are made."

Each Maryland community college provides the services and activities required as well as a wide variety of other student development functions consistent with the history, size, and location of the institution. For example, in some areas of the State it is necessary to provide students with assistance in locating convenient off-campus housing in order to successfully pursue an instructional program at the institution. On the other hand, some community colleges do not need to provide nearly as extensive campus health facilities because of the availability and location of county health department programs and services.

Despite their differences in focus, all community college student development services share a common philosophy of providing necessary and relevant student support systems for the numbers and types of students enrolled in the diverse community college instructional offerings. Services are provided for full-time day students, evening students, part-time students, off-campus students, continuing education students, and business and industry students. A special series of services of instructional support is often necessary for those students seeking mastery of basic skills in community college remedial education.

In this Plan, attention is given to community college functions, not organizational structures. Structure varies, depending on the factors listed above. Particularly in this

section, it is important to realize that student development functions are being addressed. These functions on the campuses may be exclusively responsibilities of the student affairs divisions, they may be shared with other institutional components (such as instruction or finance), or they may be assigned administratively to other operating divisions of the institution. The colleges perform these functions.

ENTRY SERVICES

It is essential that institutions provide for the functions of marketing, outreach, and admission. Although some institutions are reluctant to use the terms marketing and outreach for fear of what the terms mean or how they might be misconstrued; increasingly, institutions of all types—including community colleges—are beginning to realize that there is nothing unseemly about the functions.

Because the college experience of many people took place years earlier and primarily in the four-year college sector, there is the tendency for many to think of the entry functions strictly in terms of "admissions." Community colleges do not reject prospective applicants in accordance with selective criteria. Students are placed in programs based on individual capabilities.

Under the expanded definition of entry services are such individual functions as: high school relations and visitations, educational and career information "brokering," community presentations, business and industry solicitations, and development and packaging of instructional offerings. In many cases, these guidance activities make use of interactive computers. Provision of computerized educational and career information has been a major focus in the State's community colleges and is now a high priority in State administration of vocational-technical education.

A number of Maryland community colleges have developed nationally-recognized marketing strategies to serve entry needs. Properly conceived, a program of marketing strategies must be seen as a dynamic feedback loop, involving the elements of product, place, price, and promotion.

RETENTION SERVICES

Community colleges strive to nurture student success, not to cause failure. Most students entering community colleges have the capability to succeed in some community college program. However, that program may not be their first choice. In developing retention strategies, community colleges attempt to match the needs and abilities of students with particular programs.

Retention services include the traditional student support services of testing, counseling, advisement, and tutoring—albeit with a different orientation and direction. In striving to encourage student success in an appropriate instructional program, the focus must be on the individual and what it takes to engender success for that person.

PERSONAL AND SOCIAL DEVELOPMENT

Within the area of personal and social development is what is commonly thought of as the student activities program of an institution of higher education. Residential

colleges--as contrasted with commuter institutions--traditionally have provided extensive programs and activities predominately for the full-time, college-age, undergraduate students living in college housing facilities.

No students live on community college campuses in Maryland, and many community college students do not fit the mold of the traditional, full-time, college-age undergraduate. This does not mean that programs and activities should not be offered for these students. Rather, it means that programs and activities need to be customized to fit the needs and desires of the students enrolled.

Many Maryland community colleges have achieved a reputation for the development of innovative programs and activities for the new clientele as well as the traditional-age full-time student. A number of the institutions have surveyed part-time adult students to see what they want and need. Out of these needs asssessment studies, new programs have been established.

Other services in this category include student government, student organizations, health services, food dispensing (vending and/or "live" food service), and college bookstore operations. In each case, efforts have been made to structure these programs, activities, and services to the particular needs of the diverse community college student body.

EXIT SERVICES

Graduation counseling, job counseling and placement, and alumni activities are provided by each college. These are designed to provide a transition between education and the world of work or further study. No matter how rewarding community college programs and services are, their effectiveness must be judged in terms of the results students achieve personally and for society after individuals leave the institution. However, in contrast to many four-year colleges and universities, the student goal may not be graduation; and failure to receive a degree or other formal award from the institution should not be seen as an institutional or personal failure. Many students--for job or personal reasons--may enroll to take one course or a short sequence of courses. Having achieved the goal that they themselves set, they leave the institution, sometimes to never return and sometimes to return many years later.

Dealing with a student body attuned to differing needs requires that community colleges (1) determine at time of student entry the students' individual goals; (2) provide services geared to these needs; (3) offer programs designed to meet these needs; and (4) assess after the fact whether indeed the students did achieve the goals they set for themselves. To achieve these objectives, each Maryland community college participates in a continuing series of student follow-up activities.

Students are asked at entry what motivates their attendance at the community college. It is not assumed automatically that students have a degree goal. The programs are offered, assistance is rendered, and whenever a student decides to leave the institution, he or she is asked (after a specified interval) to complete a questionnaire indicating what he is doing and how effectively the community college met his needs. Former students enrolled in occupational programs are also asked to allow the college to survey their employers to determine how well the community college

programs met employer needs. These follow-up surveys provide feedback on the nature and quality of instructional programs and the need for institutional change.

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COMMUNITY COLLEGE INSTRUCTION: DEGREE AND CERTIFICATE PROGRAMS

Originally, the purpose of Maryland community colleges was to provide the first two years of a baccalaureate program. Over the years, however, the institutions have become more comprehensive in the scope of their offerings.

The Maryland Code identifies three major functions for community colleges: transfer programs, occupational programs, and continuing education courses. Occupational programs, however, were not widely available until about 1970. Currently transfer and occupational programs, along with continuing education, represent readily-available major components of Maryland's comprehensive community colleges. Continuing education is addressed in a succeeding section of this chapter.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." In educational parlance, a "formal award" means a degree or certificate awarded for program completion. Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs: Transfer programs are those curricula designed to prepare students for the continuation of their education in a baccalaureate-level institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas.

Under statutory and regulatory provisions, articulation agreements with the Maryland public four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer. Articulation programs also have been developed with independent colleges and universities, both in Maryland and elsewhere. About one-third of community college students transfer to four-year institutions.

Occupational Programs: Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, agriculture, and high-technology fields, such as data processing and electronics;
- Artisan, trade, and service levels within each of these fields.

Within the framework of occupational programs, community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 semester hours of arts and science courses distributed among the humanities, natural sciences and mathematics, and the social sciences. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credit hours that stress the technical or manipulative requirements of an occupation. About one-half of the community college students are enrolled in one- and two-year occupational programs.

PROCEDURES FOR DEVELOPING NEW INSTRUCTIONAL PROGRAMS

The review of community college proposals for new instructional programs has been conducted in accordance with procedures contained in the Instructional Program Manual published by the State Board for Community Colleges since 1974. The fifth edition of the manual was published in November 1983 and has been approved by the State Board for Higher Education and the Division of Vocational-Technical Education, Maryland State Department of Education.

The first step in program development is the listing of projected programs in the State Plan. Letters of intent to submit program proposals are due in the offices of the State Board for Community Colleges annually by June 15. Finally, following response and comment by the Board, community colleges determine whether to submit a full program proposal, copies of which must be submitted to the Board by November 1. Following action by the State Board for Community Colleges, programs that have been endorsed are submitted to the State Board for Higher Education for final consideration.

Community colleges have projected forty-six new programs for Fall 1986, fifty-one for Fall 1987, and forty-one for Fall 1988-1990. These projections were supplied by the colleges and represent the first of the three steps in the program development process. During this process, many factors are weighed by the college and the State Board for Community Colleges and most projected programs are in fact not implemented. For example, only ten new programs were approved for Fall 1985 while the 1984 State Plan projected 68. Each proposed program is evaluated on its merits according to the criteria in the Instructional Program Manual.

INSTRUCTIONAL PROGRAM EVALUATION

A comprehensive two-level system for program evaluation has been implemented. The first level uses data submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, is conducted by the institution. Following the local qualitative assessment, results of the study and college recommendations are transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level of the evaluation cycle, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring (PDM) System. The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. A sample PDM printout appears in Appendix C.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the academic and occupational deans and the directors of institutional research. The computer searches the data for each program, analyzes information about that program, and compares program data with other programs at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate: (followed by a listing of the specific criteria)".

Based on an analysis of the PDM information, the State Board staff indentifies two to four programs at each college for a further, more in-depth evaluation. The Board staff develops a series of questions to guide these evaluations. This second, or qualitative, level of the evaluation cycle is typically accomplished by a committee of faculty, academic administrators, and institutional research staff at the college. The committee members draw on their experiences, conduct a thorough analysis of existing data, and seek more information from students and employers when appropriate. Three hundred twenty-eight programs have been evaluated in this way since 1978. Many programs have been improved through changes in curriculum, staffing, or recruitment as a result of the evaluations conducted. In addition, sixty programs have been discontinued and nineteen programs are currently inactive.

STATEWIDE PROGRAMS

The State Board for Community Colleges has designated forty-two instructional programs at fifteen Maryland community colleges as statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of statewide programs allows for more effective planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one political subdivision can enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. This procedure tends to reduce unnecessary duplication of effort.

The programs designated as statewide are:

Allegany Community College
- Dental Hygiene
- Forest Technology
- Respiratory Therapy

Anne Arundel Community College
- EMT-Paramedic

Community College of Baltimore
- Dental Hygiene
- International Trade
- Physical Therapy
- Respiratory Therapy

Catonsville Community College
- Air Transportation Management
- Machine and Tooling Technology
- Mortuary Science
- Occupational Safety and Health Technology

Cecil Community College
- Equine Science
- Professional Photography

Chesapeake College
- Aviation Maintenance Technology
- Medical Laboratory Technology

Dundalk Community College
- Labor Studies
- Physical Fitness Technology
- Retail Floristry
- Stationary Engineering Technology
- Water Systems Technology

Essex Community College
- Animal Science Technology
- Medical Laboratory Technology
- Nuclear Medicine Technology
- Physician Assistant
- Radiation Therapy

Frederick Community College
- Aviation Maintenance Technology
- Park Operation and Management

Garrett Community College
- Veterinary Science Technology
- Wildlife Management

Harford Community College
- Electrodiagnostic Technology
- Science Laboratory Technology (Histotechnology option)

Howard Community College
- Biomedical Engineering Technology
- Vision Care Technology

Montgomery Community College
- Fire Science

Prince George's Community College
- Medical Isotope Technology
- Medical Laboratory Technology
- Medical Records Technology
- Respiratory Therapy

Wor-Wic Tech Community College
- Hotel-Motel-Restaurant Management
- Nursing, Practical
- Nursing, Registered

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COMMUNITY COLLEGE INSTRUCTION: CONTINUING EDUCATION

Since the establishment of the first community college in 1946, continuing education course development has been an important element of the community college mission. In recent years continuing education, community service, and public service activities have emerged among the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities.

Many individuals participate in community service activities for personal enrichment. Continuing education courses and community and public service activities are provided on campuses and in facilities located throughout the community college service areas. These offerings make the community college available to all citizens regardless of age, interest, or previous educational attainment.

The State provides support for certain continuing education courses in accordance with policies and procedures adopted by the Board. The State does not participate directly in the cost of community and public service activities.

CONTINUING EDUCATION DEFINITION

The State Board for Community Colleges defines continuing education as regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. Some continuing education courses are self-supporting and some are State-assisted. State supported continuing education is defined as only those noncredit adult education courses that have been evaluated and approved by the State and that are offered to satisfy the vocational development, professional development, and self-development needs of part-time and returning adult students. State supported continuing education in Maryland must be in a course format. Certain community college continuing education courses carry "continuing education units," a nationally recognized method for measuring and recording completion of courses that do not carry academic credit but do meet established criteria for evaluation of student learning. Other courses do not carry this designation.

COMMUNITY SERVICE DEFINITION

The State Board for Community Colleges defines community service as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. Community service instruction is frequently offered as short-term instructional activities, such as seminars or workshops. The State does not participate in the funding of community service activities; these activities are self-supporting or are funded by the political subdivisions or outside sources. Many community service activities are targeted for special populations identified by federal, State, or local governments and generally are short-term in nature.

PROCEDURES FOR CONTINUING EDUCATION COURSE APPROVAL

Community college continuing education courses are offered in accordance with written descriptions and objectives, are open to the public, and involve direct faculty-

student instructional contact. Within this area, there are two major categories of instruction that comprise the continuing education curriculum: (1) courses for which State funding is requested and (2) courses for which State funding is not requested.

The State Board for Community Colleges has developed procedures for the determination of eligibility for participation by the State of Maryland in individual continuing education courses. Each course for which State aid is requested must be submitted and reviewed individually for analysis of its goals and objectives, instructional methodology, course length, location, and target population (if applicable). The staff makes a prompt determination on each course based on State Board policies and procedures and communicates the eligibility status immediately to the appropriate community college. Each college can appeal the staff decision to the Board.

In FY 1984, 8,901 continuing education courses were determined to be eligible for State aid. The enrollment for these courses totaled 200,999 registrants. Approval by the State Board staff continues for a period of not less than two fiscal years unless the college has been notified otherwise in writing by the Board. Conditions may change, but new submission and evaluative criteria for State funding generally are not applied retroactively.

TRENDS IN CONTINUING EDUCATION SUBJECT AREAS

Instruction in continuing education encompasses an array of courses designed for the adult student. Continuing education subject matter is classified through a 22-category State Board subject taxonomy. The State Board subject classification is used to classify continuing education instruction in a format that enables the State to collect and record these enrollment data more efficiently. The classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of continuing education instruction, and allows for categorization of subject matter not easily classified under other systems. During the next fiscal year, use of CIP codes for continuing education courses will commence.

Much of the coursework developed in continuing education is learner-centered and involves a training, developmental, and self-enrichment focus. Between FY 1980 and FY 1984, community colleges developed the majority of continuing education courses in four major subject areas: business, education, health, and industrial arts. The business subject area, which relates to occupational upgrading in the areas of secretarial sciences, sales, office practices and procedures, real estate, financial accounting/administration, and insurance, encompasses 27 percent of all courses presented for State review during FY 1984. Most growth has been in courses developed for small businesses.

THE CONTINUING EDUCATION ROLE IN VOCATIONAL-TECHNICAL EDUCATION

Many community college continuing education courses contain important vocational-technical content. Whether a vocational course is offered as a credit or continuing education course depends on a number of factors. Generally credit vocational courses are developed as part of a full curriculum in the subject area. Likewise, credit courses operate on a traditional academic schedule of two 15-week semesters.

Providing continuing education courses meets the minimum contact hour requirements of the Board, these courses need not be structured over a regular academic semester nor are they required to start or end at a prescribed time. Rather, courses can be customized to meet emerging needs in a flexible and meaningful way. These factors have been of major importance in the development of continuing education offerings in the vocational-technical areas.

Another separate factor has been important historically in the design of continuing education vocational-technical courses. As part of their legacy in what were then principally liberal arts institutions, some community college faculties in the past could not see how certain "dirty hands" areas could be viewed as college-level work worthy of the granting of academic credit. Such areas as diesel technology; heating, ventilation, and air conditioning; pollution abatement; and sanitary technologies are in this category. As community colleges have come to more clearly see the comprehensive needs they serve, some colleges have moved such courses into the credit area. However, many vocational-technical courses remain in the continuing education area.

CONTINUING EDUCATION AS PART OF THE COLLEGE PUBLIC SERVICE MISSION

Colleges and universities, public and private, have viewed as one part of their mission the area of public service. In the traditional taxonomy, the three major functions of American higher education are: transmitting the cultural heritage, seeking new knowledge, and providing service to the public in a variety of ways.

As the only postsecondary institutions with "community" in their name and as institutions funded by State and local government, community colleges have taken a particular interest in meeting local, regional, and statewide needs. Such needs include service to citizens, organized groups, government, business, and industry. Recent effort by community colleges has been directed toward maintaining and expanding the economic development of Maryland. A large portion of the activities aimed toward economic development has been sponsored by the continuing education divisions of the community colleges.

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COMMUNITY COLLEGE FACULTY

As indicated in their mission statement, Maryland community colleges are principally teaching institutions. There is only limited sponsored research, and the focus clearly is on the quality of instruction offered to students. In an environment in which teaching and learning are pivotal, one cannot discuss the quality of instruction without reference to the faculty and to the staff whose role is to facilitate the learning process.

Acting upon the recommendation of the presidents, the local boards of trustees of Maryland community colleges are authorized by the Maryland Code to "appoint faculty members and other employees necessary for the efficient administration of the community college." Maryland does not provide for statewide certification of higher education faculty. However, the Minimum Requirements for Degree Granting Two-Year Colleges do include general provisions in regard to faculty competence and assignment. Generally, faculty are required to possess at least an earned master's degree when assigned to teach academic subjects.

In addition, each faculty member is required to "have a well-documented record of successful performance as a practitioner in his or her field" and to provide "continuing evidence of keeping abreast of developments in his or her field." For faculty who teach specialized courses of a vocational or technical nature, the highest feasible educational attainments are "expected compatible with teaching assignment, practical experience being given specialized consideration."

During the academic year 1984-85, there were 4,808 faculty members at Maryland community colleges teaching credit courses of which 1,814 were full-time and 2,994 were part-time faculty. Additional data on employees by college and function appear in Appendix B. Characteristics of the full-time faculty responsible for much of the credit instruction are shown in Table 3. Systemwide, 42 percent of the full-time faculty are female, 8 percent are minority, 67 percent are tenured, 90 percent have a master's or higher education degree, and the median age is 43.

Table 3

CHARACTERISTICS OF FULL-TIME CREDIT FACULTY
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1984

College	Total Full-time Faculty	Percent Female	Percent Minority	Percent with Tenure	Percent with Master's or Higher	Median Age	Median Salary
Allegany	77	48%	0%	70%	79%	41	$20,833
Anne Arundel	187	38	6	72	95	43	26,219
Baltimore	144	47	32	69	85	45	25,504
Catonsville	236	42	6	81	92	43	30,866
Cecil	34	53	9	38	68	38	22,072
Charles	47	34	9	49	94	41	26,220
Chesapeake	39	51	8	33	77	40	20,763
Dundalk	56	45	13	63	89	40	27,647
Essex	178	38	4	84	91	43	29,682
Frederick	39	51	5	8	87	46	22,273
Garrett	19	21	0	37	79	37	20,006
Hagerstown	51	39	4	78	94	44	26,174
Harford	84	45	2	76[1]	86	44	29,971
Howard	43	63	12	-	81	41	24,980
Montgomery	331	40	6	67	93	46	33,524
Prince George's	233	41	10	76[2]	94	45	32,892
Wor-Wic Tech	19	60	5	-	70	41	22,638
SYSTEMWIDE	1,817	42%	8%	67%	90%	43	$28,851

1 Faculty contracts are for one and two-year periods.

2 Faculty contracts are for a one-year period.

SOURCE: Employee Data System

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FINANCING CURRENT OPERATIONS

OPERATING BUDGET FOR COMMUNITY COLLEGE SYSTEM AND AGENCY

The State Board's projected operating budget is divided into two categories:

1. State Aid to Community Colleges, which includes:

   - o Statutory Funding Formula
   - o Statewide Programs
   - o Garrett/West Virginia Reciprocity
   - o Employer Share of Social Security
   - o Employer Share of Teachers' Retirement Systems
   - o Employer Share of Optional Retirement System

2. State Board Administration, which includes:

   - o General Administration
   - o Federal Funds
     - Vocational-Technical Funds
     - Job Training Partnership Act funds

The General Administration budget represents less than one percent of the total allocation for the agency. (Table 4)

CURRENT FUNDING FORMULAS

In accordance with statutory provisions, community college operating costs are financed by three major sources: the State, the local political subdivisions, and students through tuition and fees. Section 16-403 of the Education Article of the Maryland Code specifies the operation of the community college funding formulas.

Community college budget requests are developed by individual community colleges and are submitted by the college boards of trustees for consideration by the governing bodies of the sponsoring political subdivisions. The operating budget must be approved by the respective county/city government.

State Share: The level of State support is based on an enrollment-driven formula and funding is contingent on actual enrollment in FY 1986. Funding will be based on prior year's audited full-time equivalent students in FY 1987 and years thereafter. It is reasonable to assume that the State should continue to increase the present State aid rate structure in order to keep up with rising costs and to at least maintain the current proportion of State support.

The fiscal commitment at the State level under current statute is primarily based on institutional enrollment and provides a maximum dollar aid rate per full-time equivalent (FTE) student. The State funding formula is illustrated in Table 5. The State share is 50 percent of the current expenses of each community college but shall not exceed $980 per full-time equivalent student (covering thirteen of the seventeen

Table 4

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FISCAL YEARS 1986 - 1991
(In Thousands)

	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
State Aid to Community Colleges						
Statutory Funding Formula[1]	$ 72,549	$ 76,008	$ 78,889	$ 83,146	$ 87,733	$ 92,534
Statewide Programs	135	200	210	220	230	240
Garrett/West Virginia Reciprocity[2]	69	69	69	69	69	69
Employer Share of Social Security[2]	6,052	6,415	6,736	7,139	7,567	8,021
Employer Share of Teachers' Retirement Systems[2]	16,092	17,058	18,081	19,165	20,315	21,535
Employer Share of Optional Retirement System[2]	1,211	1,284	1,361	1,442	1,529	1,621
SBCC Administration[3]						
General Administration	562	590	620	651	683	717
Federal Funds:						
Vocational-Technical Education	75	75	75	75	75	75
JTPA Grant Administration	20	-	-	-	-	-
TOTAL	$ 96,765	$101,699	$106,041	$111,907	$118,201	$124,812

Assumptions:

[1]

	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
Aid rate	$980/$1,865	$1,024/$1,949	1% decrease in enrollment			
Flat grant	$350,000	$365,750	4% increase in State aid rate			
Part-time student rate	$14	$15				
Part-time students	111,428	111,428				
Full-time equivalent students	63,881	64,093				
Low income student rate	$115	$120				
Pell Grant recipients	14,144	14,144				

[2] Six percent inflation factor.

[3] Five percent inflation factor.

Table 5

STATE AID FUNDING FORMULA
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1986 PROJECTIONS

College	Approved Full-time Equivalent Enrollment	State Aid Rate	Projected State Aid	Flat Grant	Approved Part-time Enrollment	Projected Part-time State Aid @ $14 Per Student	Pell Grant Recipients	Low Income Student Fund @ $115/Pell	Projected Total State Aid
Allegany	1,759	$ 980	$ 1,723,820	$ 350,000	1,100	$ 15,400	881	$ 101,315	$ 2,190,535
Anne Arundel	5,605	980	5,492,900	350,000	9,500	133,000	330	37,950	6,013,850
Baltimore	6,460	980	6,330,800	350,000	10,000	140,000	4,590	527,850	7,348,650
Catonsville	7,268	980	7,122,640	116,667	14,125	197,750	1,200	138,000	7,575,057
Cecil	903	1,865	1,684,095	-	-	-	228	26,220	1,710,315
Charles	2,090	980	2,048,200	350,000	6,560	91,840	276	31,740	2,521,780
Chesapeake	1,130	1,865	2,107,450	-	-	-	134	15,410	2,122,860
Dundalk	2,945	980	2,886,100	116,667	4,600	64,400	594	68,310	3,135,477
Essex	6,361	980	6,233,780	116,666	12,300	172,200	1,205	138,575	6,661,221
Frederick	1,805	980	1,768,900	350,000	3,600	50,400	189	21,735	2,191,035
Garrett	589	1,865	1,098,485	-	-	-	162	18,630	1,117,115
Hagerstown	1,710	980	1,675,800	350,000	2,200	30,800	329	37,835	2,094,435
Harford	2,836	980	2,779,280	350,000	4,300	60,200	432	49,680	3,239,160
Howard	2,375	980	2,327,500	350,000	4,950	69,300	252	28,980	2,775,780
Montgomery	10,640	980	10,427,200	350,000	22,000	308,000	2,033	233,795	11,316,995
Prince George's	8,740	980	8,565,200	350,000	16,193	226,702	1,059	121,785	9,263,687
Wor-Wic Tech	665	1,865	1,240,225	-	-	-	250	28,750	1,268,975
TOTAL	63,881		$65,512,375	$ 3,850,000	111,428	$ 1,559,992	14,144	$ 1,626,560	$72,548,927

NOTES: Projections were approved by the Governor and General Assembly and included in the FY 1986 budget. The State aid formula is enrollment driven and funding is contingent on actual enrollments realized during the FY 1986 period.

This table does not include the employer share of Social Security or retirement paid by the State.

community colleges). Also, these colleges receive $14 per part-time credit student enrolled at the institution and a flat grant of $350,000 per college board of trustees. The State recognizes that the higher costs at very small institutions and at regional community colleges require differences in the amount and proportion of State support. For small/regional institutions the State share is 55 percent of the current expenses but shall not exceed $1,865 per full-time equivalent student. A change to the formula is a low income student grant. The colleges will receive $115 per Pell Grant recipient, based on FY 1984 actual Pell Grants awarded.

Graph 2 reflects the actual systemwide level of State funding for community college current operations from 1980 to the 1985 fiscal year.

Local Share: Current statute requires that the local political subdivision contribute a minimum of 28 percent (covering fourteen of the seventeen community colleges) and 32 percent of the other three institutions (Cecil, Chesapeake, and Garrett). Table 6 shows the dollar amount and percentage of local support for each community college. Graph 2 also reflects the actual systemwide level of local support for current operations FY 1984.

Student Share: Current statute requires that student support be set at certain minimum levels of funding. A 22 percent rate was established for thirteen of the seventeen community colleges. Minimum student support through tuition and fees is 13 percent of current expenses at Cecil, Garrett, and Chesapeake. Student support at Wor-Wic Tech must be at a minimum level of 17 percent.

During the period FY 1979 through FY 1982, systemwide student revenue has been maintained at a 28 percent funding level, increased to 30 percent in FY 1983, and 31 percent in FY 1984.

COMMUNITY COLLEGE AUDITS

The Maryland General Assembly, in 1978, enacted legislation providing that the State Board for Community Colleges establish guidelines within which community college audits must be conducted. The Board established comprehensive guidelines published in the Maryland Register on May 4, 1979 which went into effect with the conduct of community college audits for FY 1979.

The selection and payment of the independent certified public accountant who conducts the audit is the responsibility of each community college. Annually the audit firm releases three reports to the State Board:

Financial Statements and Auditor's Report: An independent auditor examines each college's financial statements and expresses an opinion as to whether the statements present fairly the college's financial position, results of operations, and changes in financial position for the year then ended in conformity with generally accepted accounting principals. The audits are conducted in accordance with generally accepted auditing standards and, accordingly, include such tests of the accounting records and such other auditing procedures as are considered necessary in the circumstances.

Management Letter: The management letter is prepared in accordance with the statements on Auditing Standards of the American Institute of Certified Public

Graph 2

CURRENT UNRESTRICTED REVENUES BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1980 - 1985

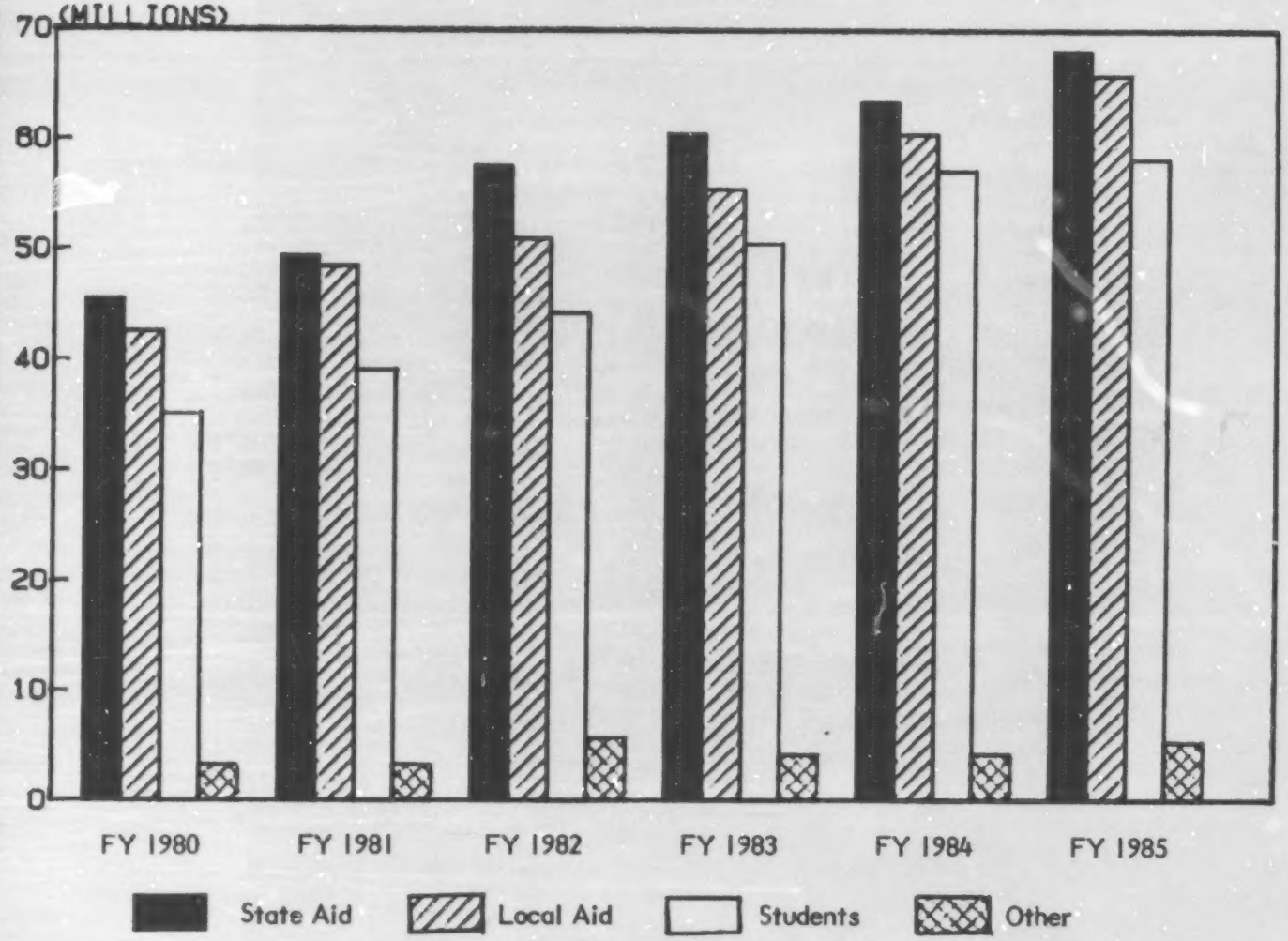

Table 6

CURRENT UNRESTRICTED REVENUES BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	State Aid Amount	%	Local Aid Amount	%	Student Tuition and Fees Amount	%	Other Amount	%	TOTAL
Allegany	$ 1,964,023	35	$ 1,346,565	24	$ 2,007,946	36	$ 242,775	4	$ 5,561,309
Anne Arundel	5,350,201	33	5,278,401	32	5,746,227	35	-	-	16,374,829
Baltimore	6,078,988	39	4,175,694	27	5,248,072	33	202,503	1	15,705,257
Catonsville	6,655,118	34	7,699,122	39	5,106,367	26	325,442	2	19,786,049
Cecil	1,525,308	44	1,235,448	35	699,562	20	42,161	1	3,502,479
Charles	1,994,522	30	1,804,773	27	2,080,888	31	846,015	13	6,726,198
Chesapeake	1,802,650	49	1,060,214	29	471,773	13	307,694	8	3,642,331
Dundalk	2,545,549	34	3,716,161	50	1,064,218	14	54,853	1	7,380,781
Essex	5,895,870	35	6,537,783	39	4,020,952	24	191,498	1	16,646,103
Frederick	1,840,765	38	1,511,658	31	1,407,828	29	81,801	2	4,842,052
Garrett	935,183	49	648,955	34	293,123	15	44,318	2	1,921,579
Hagerstown	1,745,029	37	1,412,184	30	1,568,822	33	48,373	1	4,774,408
Harford	3,051,585	36	2,979,000	35	2,271,949	27	182,540	2	8,485,074
Howard	2,315,455	34	2,277,120	34	2,007,354	30	133,177	2	6,733,106
Montgomery	10,433,758	27	13,300,000	35	13,825,962	36	870,784	2	38,430,504
Prince George's	8,304,092	36	5,127,337	22	8,939,394	39	611,164	3	22,981,987
Wor-Wic Tech	1,059,314	52	412,637	20	480,879	24	75,845	4	2,028,675
TOTAL	$63,497,410		$60,523,052		$57,241,316		$ 4,260,943		$185,522,721
SYSTEMWIDE AVERAGE		34%		33%		31%		2%	

NOTES: Percentages may not total to 100 due to rounding.

This table does not include the employer share of Social Security or retirement paid by the State; see Table 20-B in Appendix B.

SOURCE: SBCC-CC-4

Accountants. The primary objective of this report is to improve the financial and accounting operations at the community college. The audit recommendations assist management, who is responsible for establishing and maintaining a system of internal accounting control. The State Board for Community Colleges prepares an annual report of the auditors' recommendations contained in the management letters relating to the college audits, the community college responses, and the Board actions. The current statute, Education Article, Title 16, Section 407(b) requires that the State Board for Community Colleges forward this report to the Legislative Auditor. The report is also forwarded to the Governor, the Comptroller, the Treasurer, the Secretary of Budget and Fiscal Planning, and the Commissioner of Higher Education.

The State Board for Community Colleges concludes that community colleges have improved their fiscal and accounting operations as a result of this process. The Board further believes that issuance of this public report increases the level of accountability for the public dollars expended by the community colleges.

Annual Financial Report: This is a special purpose report required by the State Board to fulfill its responsibilities in administering State Aid to Community Colleges. Also, this report is designed to provide essential information about enrollment and the financing of current operations in Maryland community colleges. The Annual Financial Report is one source of information used to prepare the annual publication, Maryland Community Colleges Selected Financial and Enrollment Data.

DISCIPLINE COST ANALYSIS SYSTEM

The community college Discipline Cost Analysis System is an important management tool. The system was developed jointly by the State Board for Community Colleges and the individual community colleges to serve a variety of needs. A uniform Discipline Cost Analysis System is considered important for internal management purposes as well as a means of fulfilling the requirements of the State Board for Community Colleges Program Data Monitoring System.

The discipline cost data provide the community colleges with important information that aids their planning and budgeting processes. The data also provide the Board and the community colleges with a financial basis for evaluating programs.

Discipline cost data can be used to arrive at an approximation of the cost of a curriculum but are not program cost data. No attempt is made to trace students through the myriad of courses which make up their program; and, therefore, the discipline costs in Maryland community colleges should not be compared to program costs at other institutions.

NET OPERATING COSTS

Table 7 illustrates the actual systemwide cost per full-time equivalent student for FY 1975 through FY 1984 and the budgeted cost per FTE for FY 1985.

Table 7

ACTUAL AND BUDGETED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1975 - 1985

Fiscal Year	Net Cost Per FTE Student
1975	$ 1,711
1976	1,665
1977	1,802
1978	1,903
1979	2,103
1980	2,195
1981	2,353
1982	2,452
1983	2,562
1984	2,692
1985	2,809 [a]

FTE = Full-time equivalent

[a] Budgeted

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PHYSICAL FACILITIES (CAPITAL CONSTRUCTION)

Developing educational requirements and initiating planning for new facilities are responsibilities of the community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State Guidelines for Community College Facilities Planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services.

After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 8 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1990. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent (FTDE) enrollments at each institution through FY 1990.

Table 8

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1985

College	Existing NASF FY 1985	Total FTDE FY 1985	NASF ÷ FTDE FY 1985	On SBCC Priority List	Projected NASF In FY 1990	Projected Total FTDE FY 1990	NASF ÷ FTDE FY 1990
Allegany	171,603	1,005	170.74	-	171,603	1,026	167.25
Anne Arundel	223,350	2,898	77.07	17,799	241,149	2,955	81.61
Baltimore	325,770	2,949	110.47	-	325,770	3,084	105.63
Catonsville	281,590	2,762	101.95	38,141	319,731	3,032	105.45
Cecil	52,533	353	148.82	20,000	72,533	410	176.91
Charles	132,625	929	142.76	5,000	137,625	945	145.63
Chesapeake	101,005	537	188.09	-	101,005	567	178.14
Dundalk	146,068	609	239.85	-	146,068	667	218.99
Essex	308,614	3,450	89.45	-	308,614	3,528	87.48
Frederick	83,893	1,089	77.04	21,160	105,053	1,286	81.69
Garrett	63,013	227	277.59	-	63,013	246	256.15
Hagerstown	117,005	862	135.74	-	117,005	894	130.88
Harford	183,670	1,529	120.12	-	183,670	1,649	111.38
Howard	122,237	1,060	115.32	29,000	151,237	1,360	111.20
Montgomery	699,555	7,975	87.72	-	699,555	8,190	85.42
Prince George's	302,002	5,167	58.45	91,250	392,252	5,444	72.05
Wor-Wic Tech	-	288	-	-	-	261	-
TOTAL	3,314,533	33,689	98.39	222,350	3,535,883	35,544	99.48

FTDE = Full-time day equivalent
NASF = Net assignable square feet

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during the current fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISION WITHOUT A COMMUNITY COLLEGE

In Fall 1984, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99.5 percent of the State's population lives in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978 and in Calvert County in Fall 1980. Somerset County remains the only political subdivision of the State in which community college services are not available locally.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

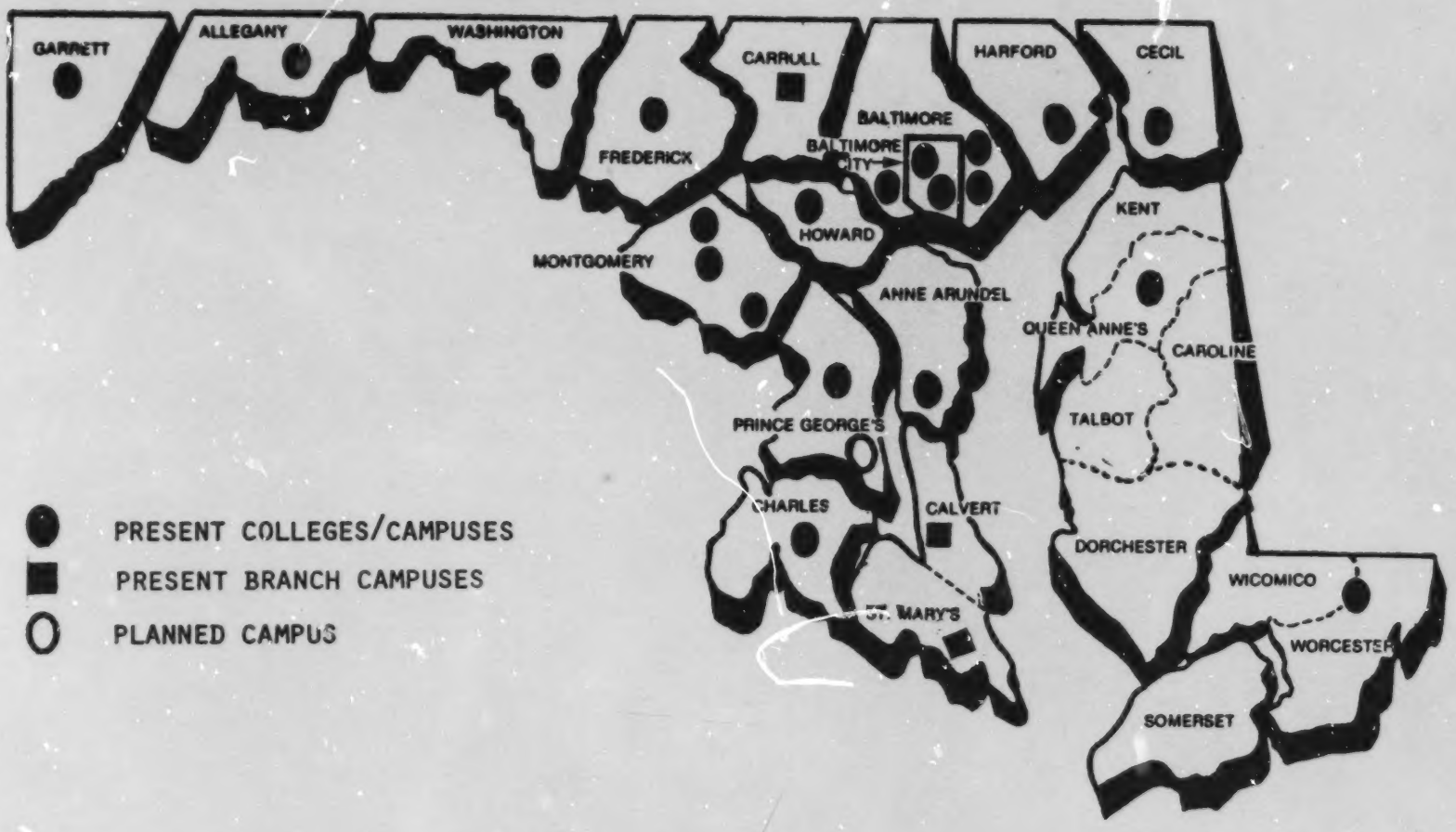
ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's and Calvert Counties have done with Charles County Community College.

Use of a branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue using a branch campus indefinitely (or for an additional trial period), or (3) plan to establish a local community college.

Map I

MARYLAND COMMUNITY COLLEGES



STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for 75 percent in State aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act . . . the result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN COMMUNITY COLLEGE CAPITAL COSTS

During the period FY 1961-FY 1985, the Maryland General Assembly authorized $118,000,000 in State capital construction bonds for community colleges for expenditure. Table 9 indicates that $101,580,977 of the $118,000,000 has been expended in support of projects approved through January 1, 1985 by the Board of Public Works.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VI. These projections are based upon FY 1984 dollars and will be updated annually. Table 10 summarizes the projected State bond requirements for the period FY 1985-FY 1990.

Table 10

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1985 - 1990

FY 1985-FY 1990	$ 37,184,840
Less available Bond funds on hand	4,679,453
NET BOND REQUIREMENTS	$ 32,505,387

Table 9

PREVIOUS AND PROJECTED
STATE CAPITAL CONSTRUCTION EXPENDITURES [1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1985

College	State Bond Expenditures FY 1961-FY 1985	Projected Requirements FY 1985-FY 1990
Allegany	$ 3,592,882	$ -
Anne Arundel	7,844,667	484,500
Baltimore City:		
Liberty	3,511,387	5,053,858
Harbor	7,025,665	-
Catonsville	9,006,793	4,466,000
Carroll	16,633	10,377,168
Cecil	1,757,226	2,133,270
Charles	4,665,750	1,049,041
Chesapeake	4,841,882	-
Dundalk	4,366,995	-
Essex	11,226,527	146,000
Frederick	2,669,062	2,021,618
Garrett	1,322,267	-
Hagerstown	2,450,422	191,392
Harford	5,289,648	2,309,000
Howard	4,378,932	2,259,443
Montgomery:		
Rockville	8,778,414	4,079,050
Takoma Park	5,072,549	-
Germantown	4,634,268	-
Prince George's:		
Largo	8,444,008	2,614,500
Clinton	685,000	-
Wor-Wic Tech	-	-
TOTAL	$101,580,977	$ 37,184,840

[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

CONSTRUCTION PRIORITIES

The construction priority list (Table 11) was approved by the State Board for Community Colleges February 4, 1985. The FY 1986 construction priority list will be approved in July 1985 by the Board.

Table 11

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FISCAL YEAR 1985

Priority	College	Project	Estimated State Share
1	Cecil	Modifications for Handicapped Design and Construction	$ 15,011
2	Frederick	Multi-Purpose Building Design and Construction	1,671,618
3	Catonsville	Student Service Center Addition Construction	1,265,000
4	Carroll	Administration/Classroom Building Design	102,000
5	Prince George's	Kent Hall Alterations Construction	230,000
6	Baltimore	Student Services Wing Alterations Construction	306,572
7	Anne Arundel	Library Alterations Construction	484,500
8	Harford	Science Building Alterations Construction	429,600
9	Baltimore	Fine Arts Wing Alterations Construction	380,975
10	Baltimore	Library Alterations Design	16,540
11	Montgomery: Rockville	Technical Center Alterations Design	24,250
12	Carroll	Site Development Design and Construction	408,000
TOTAL			$ 5,334,066

IV. GOALS

CHAPTER ABSTRACT

This chapter lists the goals for the State Board for Community Colleges and the Maryland community colleges.

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GOALS OF THE STATE BOARD FOR COMMUNITY COLLEGES

Goal 1: To provide planning, coordination, service and leadership in maintaining a quality community college system.

Goal 2: To efficiently and effectively administer the State's operating and capital funds for community colleges.

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GOALS OF THE COMMUNITY COLLEGE SYSTEM

Goal 1: To provide high quality career programs, courses, and student services.

Goal 2: To provide high quality transfer programs, courses, and student services.

Goal 3: To provide high quality education in the arts and sciences.

Goal 4: To provide high quality continuing education courses and student services.

Goal 5: To provide equal access to community college programs and services.

Goal 6: To operate efficiently without impairing the quality of programs and services offered.

Goal 7: To promote economic development through programs and services for Maryland business and industry.

V. FUTURE DIRECTIONS

CHAPTER ABSTRACT

This chapter details the future direction of Maryland community colleges in the areas of Degree and Certificate Programs, Continuing Education, Student Services, Financing Operations, Computer Functions, Institutional Research, and Physical Facilities (Capital Construction).

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INSTRUCTION: DEGREE AND CERTIFICATE PROGRAMS

The next five years will be challenging ones for Maryland's seventeen community colleges. These institutions, and American higher education generally, will be faced with the first prolonged decline in potential traditional students. At the same time, new educational markets will require the delivery of new educational products through new instructional systems to nontraditional students enrolling for a wide variety of individual needs. As these nontraditional students enroll in greater numbers, many of the current distinctions between degree and nondegree, credit and noncredit, and transfer and occupational instruction will begin to fade.

In the transfer area, community colleges will continue to be in a position of responding to program changes implemented by the four-year colleges. Although demographic changes will result in fewer students enrolling in the transfer programs, the transfer function will continue to be an important part of the comprehensive community college mission. Important policy questions for transfer education will include how to balance quality with open access for previously disadvantaged students and how to improve articulation with four-year institutions in an era of declining students, diminishing resources, and increasing competition within higher education.

Can open door institutions offer high quality transfer programs? The answer, for Maryland's community colleges at least, is an unequivocal yes! Although several recent national studies suggested that community colleges have been less successful in performing their transfer function than they have been in other aspects of their comprehensive mission, community college leaders have been quick to respond that a comprehensive evaluation of the community college transfer function must go far beyond a consideration of student completion of a bachelor's degree in four years. Educational results must also be measured against the students' goals coming into the institutions, which oftentimes do not include completion of a degree. For the students who entered Maryland community colleges in Fall 1978, 76 percent of those whose primary goal was to prepare for transfer had achieved that goal by 1982. Maryland community colleges will continue to monitor the success of transfer students through

various student outcome measures in statewide follow-up surveys and through data made available by the transfer institutions themselves. Revisions to transfer curricula will occur as needed.

A related important issue is the ease of transfer experienced by Maryland community college students as they move from a two-year associate degree program to a four-year baccalaureate program. Although there is a statewide student transfer policy in Maryland, articulation efforts for individual students continue to occur on a course-by-course, college-by-college basis. Furthermore, while the policy guarantees the transferability of credits, provided certain conditions are met, oftentimes the credits are not accepted toward the student's chosen major at the receiving institution. As competition becomes keener among all postsecondary education segments, community colleges may be vulnerable in that they will need to "fit" their transfer programs into the changing requirements of four-year institutions throughout the State. An articulation model based on the direct transfer of approved community college transfer curricula should be expanded.

A major trend in credit programs offered by Maryland's community colleges over the past several years has been more occupational programs and more students enrolling in them for pre-service and in-service purposes. Statewide enrollments in occupational programs have increased from 39 percent of the total enrollment in Fall 1975 to 47 percent in Fall 1984. Graduations from occupational programs are also on the rise.

What new occupational program directions can be anticipated over the next several years? Community colleges, as locally governed and operated institutions, must set their own priorities based on community needs and available financial resources. Statewide occupational data and trends can provide some useful guidelines in efforts to identify local needs. In the final analysis, however, community colleges must rely on their own needs assessment efforts. Surveys, combined with on-campus working sessions with community leaders, have proved particularly effective.

Statewide data and analyses suggest two program trends: (1) a need for technician training programs for computer service and repair and (2) programs to support the growing telecommunications industry in the Baltimore-Washington area.

Approximately five million personal computers were sold in 1983, up from three-quarters of a million in 1980. The computer repair business is expected to follow that trend. About $550 million was spent in 1983 on the repair and maintenance of personal computers. According to current projections, that figure could exceed $1 billion by 1988. A cadre of newly trained technicians will be needed to staff this new industry. All Maryland's community colleges have computer-related programs focusing on how to use computers; many will be adding programs on how to repair computers in the near future.

Telecommunications is to the computer age what transportation was to the industrial age. The transportation industry moves goods; the telecommunications industry moves information throughout our nation's economy. The Baltimore-Washington corridor is rapidly becoming a center for this growing telecommunications/information industry. Over 80 percent of the major electronics firms in this country have a corporate presence in the Baltimore-Washington area. Community colleges are well qualified and

well positioned to respond to their needs for entry-level technician training as well as in-service staff development programs.

Computers, telecommunications, and related high-tech[1] areas clearly have tremendous potential. High-tech employment in general is projected to increase nationally by more than 100 percent by 1990--more than four times the growth rate for all occupations. However, one must consider the absolute growth in high-tech jobs. By 1990, even with the tremendous growth predicted, high-tech will represent only 4 percent of the nation's non-agricultural work force. Another concern for community colleges in the high-tech area is the high equipment costs typically associated with these programs. All things considered, high-tech programs will only be one part of the occupational programs that community colleges will need to offer. Basic programs in business, allied health, and public service will continue to be important to the colleges and to the national, State, and local economies.

Finally, American higher education must look beyond the traditional framework for offering credit instruction, which typically has meant full degree and certificate curricula offered over a traditional academic schedule of two 15-week semesters. Peters and Waterman (In Search of Excellence: Lessons from America's Best Run Companies) state that the most important characteristic in the companies they labeled excellent was an ability to be innovative and responsive to changes in their environment. Community colleges have begun to develop a new awareness of the economic, political, and cultural environment surrounding their campuses and what that environment means for the programs they are offering or should be offering. One thing this will mean for most colleges is recognition of a need to offer shorter and more concentrated courses of study. Packaged as letters of recognition, this approach can be used effectively in retraining programs as community colleges move to meet the demands of the new information economy for skilled workers. It also holds particular promise in developing programs for business and industry in support of county and State economic development efforts.

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INSTRUCTION: CONTINUING EDUCATION

In recent years, continuing education, community services, and public service activities have emerged as some of the most vital components of Maryland's comprehensive community colleges. With a focus on the adult learner, continuing education responds to the needs of the community: this historic role will continue.

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[1] The term "high-tech" is often used but typically not precisely defined. The U. S. Department of Labor, Bureau of Labor Statistics, defines high-tech industries using three criteria: (1) firms spending a large portion of their budget on research and development activities (about double the national average in relation to net sales); (2) firms employing more scientific, technical and engineering personnel relative to total employment (about twice the U. S. average); and (3) firms typically producing goods (or services) that have a high degree of technical sophistication.

As society enters the information age, the need for lifelong learning will increase. Noncredit continuing education courses to provide job training and retraining, to satisfy professional requirements for certification and recertification, to offer cultural enrichment, and to address contemporary personal, family and social problems will continue to be demanded by the citizenry.

Currently, much attention is focused on the need to enhance elementary and secondary schools curricula and raise the standards for high school graduation. A second focus is on the continuing need to provide a trained work force. These foci have relevant implications for the future of continuing education in Maryland's community colleges.

As a result of the State's efforts to enhance the K-12 educational segment, community colleges can expect an increase in students who have not met the more stringent high school graduation standards but who need job related education. Concurrently, as the credit departments of community colleges refine curricula to better meet the needs of the more advanced high school graduates of the future, continuing education may bear a greater responsibility for developmental education, GED preparation, and basic skills development training.

According to Education Secretary Terrel H. Bell, "there are 26 million functionally illiterate adults in the United States today and that figure is increasing every year."[2] Keeping these adults from becoming unemployment and welfare statistics should be a high priority and Secretary Bell believes that classes in reading comprehension and computational skills should be offered by community colleges that are both community oriented and quick to respond to perceived needs. Adults could return to "college" without sacrificing their pride. Continuing education will be at the forefront of meeting the needs of these adults.

A unique role of continuing education will be to continue to meet the needs of specific populations in the community, such as lifelong learning courses for senior citizens, basic skills courses for handicapped populations, developmental and job entry skills courses for the disadvantaged, enrichment courses for talented and gifted students, and specialized training courses to meet the needs within the business community.

Continuing education can also make a significant contribution toward maintaining a trained work force through entry level skills development and prerequisite courses in the high technologies. Although coursework in these areas will, by necessity, be more vocational, it will continue to be learner-centered and involve a training, developmental, and self-enrichment focus. Continuing education will have an increased role in job training efforts as a result of the development of closer links between community colleges and economic development initiatives. It is anticipated that the community colleges will continue to develop many continuing education courses in the areas of business, education, health, and industrial arts with a greater emphasis on work-related education in these areas.

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2 William H. Meardy, "The Opinionator," Advisor, Vol. 14, Issue 2, February 1984, p. 2.

Performance-based learning systems that are technology-centered and more competency-based courses are likely to become integral parts of continuing education classrooms. Part-time faculty and students may need to be provided computer assisted instructional aids. The need for training part-time faculty in the development of competency-based courses and the use of state-of-the-art instructional tools will continue, particularly if financial support becomes more readily available from the business community.

In order to respond effectively to the high-tech challenge, community colleges will need to develop stronger linkages between credit and noncredit departments. This alliance will be positioned to develop curricula and secure the necessary high-tech instructional equipment. Joint (credit and noncredit) use of facilities and equipment will assure flexible and cost-effective course offerings. As relationships between community colleges and the business community solidify, colleges may be able to acquire up-to-date equipment via loan, lease, or discount purchase.

As the academic pendulum moves back toward a traditional liberal arts orientation, there may be another very different challenge to continuing education in the future. Clusters of courses exploring Western culture and tracing its development through history, philosophy, the fine arts, and literature may be demanded by the career-educated adults of the last two decades.

The challenge for continuing education in the future is the same as it always has been--that of customizing courses to meet emerging needs in a flexible and meaningful way. To continue to meet this challenge, more emphasis may need to be placed on staff development for part-time faculty, on greater articulation between credit and noncredit course development to better meet the training needs of business and industry, and on the expansion of partnerships to acquire the necessary instructional equipment, facilities, and trained faculty to deliver quality continuing education.

The State Board for Community Colleges will continue to encourage the use of continuing education to provide flexible, responsive instruction and will assist the colleges in developing the use of technology to provide needed instruction.

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STUDENT SERVICES

The area of student services is a major functional component of all institutions of higher education. Nowhere are these functions more important than in the comprehensive community colleges where student services should serve as a full partner in the educational process for a diverse student population.

Student services, in Maryland as elsewhere, are comprised of a variety of functions under the overall coordination and leadership of a chief student development officer, typically designated as dean of students.

The following statement is derived from A Guide for Effective Student Services in Maryland Community Colleges, published in 1984 by the Maryland Community College deans of students. That document, developed over a period of years, has received national attention and indicates that the concept and organization of student services within this State's community colleges is regarded as among the best in the nation. The following is the mission statement adopted by the deans of students of the community colleges:

> The purposes of student services programs in Maryland are to satisfy student needs for access, for student development, and for transition to continued education or work; to satisfy institutional needs for enrollment (recruitment and retention), for records management, for governance, and for staff development; and to satisfy community needs for information, for facilities, for human resources, and for recreational and cultural enrichment.

The comprehensive mission undertaken by the student services component in Maryland's community colleges suggests that a broad spectrum of programs be maintained. It is apparent from the diversity of the community colleges with respect to size, geographical location, students served, and philosophical bases that individual colleges differ somewhat in their organizational structures and specific services provided.

The Maryland community college deans of students believe that the functions listed should serve as a foundation for the development and continuation of a comprehensive student services delivery system. It is recognized that some functions are so fundamental (admissions, financial aid, student records) that they exist in each college while others (alumni activities, health services) may be individual institutional responses to unique needs or concerns. The complete list of student services functions include: admissions, alumni activities, athletics, career planning and placement, child care services, college bookstore, college food services, counseling and advising, develop mental education, financial aid, health services, orientation, records and registration, safety and security services, services for special student populations, and student activities.

From the foregoing, it can be seen clearly that student services have been and are an integral part of the comprehensive community college. Just as the students that the colleges serve are diverse, the array of individual programs, services, and activities sponsored by the community colleges are impressive in scope and depth.

Community colleges in Maryland and nationally have been the most flexible and innovative of higher education institutions in the delivery of instructional content. Students study on the campus, in the community, days, evenings, weekends, in credit degree and certificate programs and noncredit continuing education offerings. As the community college educational enterprise has become more wide-ranging spacially, temporally, and in content, the challenge to student services professionals to provide a relevant and complete program of services and functions has become ever greater.

Students services staffs have responded to the challenge by reconfiguring activities and services, by automating processes where appropriate, by training and using paraprofessionals, by working with faculty and other administrators, and by keeping abreast of developments elsewhere.

The ultimate success of these efforts will be measured in the level of satisfaction and degree of success achieved by those who avail themselves of the community college experience. Student services professionals in the Maryland community colleges will provide their expertise for the fullest development of each student's potential.

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FINANCING OPERATIONS

Enrollment in Maryland community colleges stabilized during fiscal years 1984 and 1985. Although this had been predicted for several years because of a decreasing number of high school graduates, it is occurring later than was originally projected because of increased enrollment of older students and a depressed economy. The stabilization of revenue as a result of lack of growth in enrollment is further complicated by a growing taxpayer resistance at both the local and State levels. These factors have created more competition for students between the community colleges and four-year public and private colleges and universities, proprietary schools, and private businesses and industries that have developed in-house educational programs.

Just because enrollment is stabilizing, or even declining, does not mean that total costs will decline. Aging college facilities and equipment will increase maintenance, renovation, and replacement costs. The continuing development of high-tech equipment will result in a demand for such equipment in the instructional area if quality education is to be maintained. Increasing unit cost of energy will cause an increase in dollars spent for this purpose even though usage will be reduced. The litigiousness of today's society will increase the number of legal actions against community colleges because of real or perceived injustices, thereby increasing legal costs.

Although the preceding sounds negative, certain actions that tend to increase revenue or reduce costs may be taken by both the community colleges and the State. For example, the colleges may take advantage of new office technology equipment to increase productivity and reduce, or at least not increase, the number of support staff positions. This is especially important now since personnel turnover is and will be low due to the economy, resulting in individuals working their way up on salary scales. Better marketing techniques will need to be developed and utilized to take advantage of student proximity to the campus and the unique community college ability to determine and respond to the needs of business and industry in its service area. Cooperative efforts with the business community will be strengthened, not only for training people for entrance level positions but retraining or upgrading skills of those already possessing degrees. Students will be attracted to the campus by making the community college the educational and cultural center of the community. In many instances, cash management will be improved and management efficiencies implemented. Other sources of asset acquisition will be found to increase cash through endowments and grants (individuals, government, foundations) and upgrade equipment by donations from manufacturers of high-technology and other equipment. Careful attention will be given to the balanced use of part-time faculty.

At the State and local government levels, consideration should be given to a funding formula based on enrollment in the previous year if the funding formula is to continue

to be enrollment driven. Economic development efforts should be strengthened to increase the tax base. The State Board for Community Colleges should continue to foster and promote the importance of the community college in economic development. The coordinating agency will make every effort to maintain the ability and flexibility of community colleges to respond to local consumer demands. Finally, the State Board for Community Colleges will continue periodic monitoring of its programs to assure it provides leadership in building public confidence in the community college system.

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COMPUTER FUNCTIONS

Maryland community colleges began the 1980s with strong reputations for providing excellent skills in a variety of computer programming languages, computer operations, and general data processing. By 1983 each of the seventeen Maryland community colleges was offering courses in computer science and there were credit programs and continuing education courses in data base management, computer languages, computer operations, computer services and repairs, data processing management, and computer literacy. The colleges have a rich variety of mainframes, minicomputers, and microcomputers for instructional and administrative data processing.

Changes in the computing field, in the work place and in the background of future students will present challenges for each community college in the years ahead. Among these changes will be increases in the computer literacy of future community college students and subsequent increases in their expectations for community college computer courses and data processing equipment. In the next several years, many community college students, because they already own a personal computer, because they have used micro-computers in grades K-12, or because they will be familiar with the computers they deal with at their work, will arrive at the colleges with a greater understanding of how computers are or can be used. They will expect the community college educational process to reflect the computer oriented world in which they live and will expect courses that will build upon their prior educational, work, and personal experience.

These background changes of future students will have challenging implications for community colleges. The data processing and computer science departments will need to broaden their curricula and offer more technologically advanced courses, including courses in telecommunications, networking, data base architecture, and application systems design. Community colleges will need to be competitive in recruiting and retaining faculty qualified to teach these courses and will need to provide for keeping existing faculty abreast of changing theory and practice in computer science.

Computers and computing resources will be used in programs where their uses have not been widespread. Computer literacy and computer assisted instructional aids will need to be provided to faculty and students in humanities, biological and physical sciences, and the health programs. Training of faculty from these areas in the use of these new resources will require a time commitment outside the classroom, changes in the content and method of instruction, and changes in the availability of computing resources.

Faculty members, much aware of how computing is affecting their own disciplines and the work place of their students, will need help to develop the skills and resources to lead their students in the use of these new tools.

The community colleges, in response to the needs of their local businesses and communities, will need to offer a wide variety of continuing education training in computing related areas. This training, offered through continuing education and contracts with local businesses for employee training, will again range from introductory courses to professional level training and will require modern equipment, curricula, and instructors.

Curricula, students, and faculty will not be the only areas of the colleges affected by these changes. The colleges, as multi-million dollar institutions, will need to continue computerizing their own internal management systems, develop efficient integrated offices, and ensure that administrative systems for student registration and financial accounts will be effective and efficient.

This future will be a challenge for the staffs of the community college computer centers. In order to meet these challenges, the computer centers must be proactive to change. Because they will be the focal point for college computing, they will need to both lead and be responsive to faculty and administrators. The centers will need to lead the effort for additional resources and support and ensure that computer resources, including the college's mainframe, micros, software, and computing personnel, are fully and efficiently used. Time, effort, and insight into the nature of the community college and the expanding computer world will be necessary to manage this resource and to maintain the community college momentum in this high-tech area.

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INSTITUTIONAL RESEARCH

Institutional researchers in the Maryland community college system will see increased demands for existing services and an expansion into additional roles. High-technology and a desire of the colleges to be more responsive to their constituents will encourage several trends, including an increase in analysis activities, an expansion and greater sophistication in data bases, an increase in graphic presentations, and a growth in the number of non-research people involved in the research process. Institutional research personnel will work with the entire college community and will play an important support role in their college.

Maryland community college institutional research offices have changed significantly since the first office was established fourteen years ago. External data reporting was the primary function with the institutional research office responsible for responding to requests for information from local, State, and federal agencies and to the numerous requests from other colleges and educational organizations.

This function changes as new technologies evolve to include the coordination of management information systems and the support of the planning process at the

community colleges. As more and more data are potentially available from the college computer(s) and from external sources, such as the Census, the institutional research role has evolved to include retrieving and analyzing these computerized data and to helping others do their own analyses. This new role requires the institutional researcher to be a liaison between those who need information for their own decision making and the computers. In the future, institutional research will become even more instrumental in the development and use of computerized information systems because of the understanding of the needs of users, the types of data, methods of retrieving this information, and ways to help others analyze and use these data.

In the future, institutional research personnel will spend less time reporting data and more time analyzing and helping others analyze data concerning the college and its environment. The number of reports will not decrease but the ability to respond to these reports will increase with new software and fourth generation computer languages. Decision makers at the colleges will also have access to these data as well as data from the Census and State and national data bases which will allow timely and much more complete analyses of issues affecting decisions.

Institutional researchers will lead in the development of these management information systems and in the integration of data bases which will provide more relevant data to all units on campus. Desk top computers will attract more administrators and faculty into the "research" process; and institutional research will lead in coordinating the research efforts of other college offices, such as admissions, counseling, public relations, continuing education, planning, and recruitment.

The institutional research office, freed from manually preparing reports, will increasingly provide the much needed role of liaison between the computer and new data users and will have more opportunities to use unique research skills. Surveys of community educational needs, enrollment projections, marketing and student surveys, evaluation of programs, and support for curriculum development and institutional planning will utilize the skills of the researchers.

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PHYSICAL FACILITIES (CAPITAL CONSTRUCTION)

Today there are seventeen community colleges in the State of Maryland. These seventeen colleges occupy nineteen campuses, while one of the colleges has neither campus nor owned facilities. There are approximately 150 buildings with a 3,314,533 net assignable square feet of space. In addition, these colleges are situated on 2,500 acres of land and have 28 miles of roads.

Traditionally, the colleges and the State Board for Community Colleges have focused their facilities attention on the planning and constructing of new buildings to satisfy the remarkable enrollment growth of the 1960s and 1970s. Today, most of the colleges have developed to the point where little eligibility for additional State financial assistance for new construction remains. There are some exceptions to this, of course, but the large building expansion of the last two decades is past. The community

colleges have large numbers of buildings designed for the academic programs of the emerging colleges. Program changes have been made as the colleges matured with considerably more emphasis on occupational programs requiring extensive laboratory space and equipment. The buildings are aging and this combination of circumstances has established a clear need for major alterations, renovations, and repairs. Indeed, three of the seventeen colleges have developed long-range, phased alteration programs to bring the existing facilities to the point that they can properly service the current academic programs. The major emphasis in the facilities area for the next decade will be the modernization and upgrading of the existing structures. Additional colleges will be developing long-range alteration programs to satisfy the needs of the current and projected academic program offerings.

In general, the community colleges in Maryland have enjoyed excellent funding support for their capital programs from both the local subdivisions and the State. There has been sufficient flexibility built into the funding support systems to permit rearrangement of priorities, accommodations to bids above estimates, and rapid response to emergency situations. In recent years, local subdivisions have been faced with static or diminishing revenues, and State support has been increasingly restricted in an effort to control its bonded indebtedness. It is unlikely that there will be much relief from this situation over the next decade. Therefore, individual colleges will be required to more completely document the need for each proposed capital project to both the local subdivision and to the State. Delays and deferrals of projects into later years than requested will become commonplace events. Colleges must be prepared to move rapidly to accomplish projects when funding becomes available to avoid becoming candidates for deferrals as changing funding conditions might dictate.

Almost without exception, the community college facilities are overloaded during the hours of 7:00 p.m. and 10:00 p.m. because of the large numbers of part-time and continuing education students demanding courses at times convenient for them. Since such usage is not factored into the formulas that determine space eligibility, the colleges then must be most creative and innovative in their space utilization to accommodate this demand. Enrollment projections for this type of student show continuing increases. Therefore, colleges will become increasingly dependent upon loaned and leased space to satisfy the need. Colleges are faced with the need to develop long-range plans for the use of such off campus facilities.

The problems of deferred maintenance have caught up with the relatively new community college facilities. The magnitude of the growing deferred maintenance backlog was highlighted during 1978-1979, when the State Board for Community Colleges conducted a comprehensive evaluation of the existing physical facilities. Over $8 million of deferred maintenance was identified at that time. Subsequently, considerable attention has been given to efforts to reduce this deferred maintenance backlog. Nevertheless, the declining revenues available to the colleges have made budgeting for deferred maintenance projects increasingly difficult. It is unlikely that any State level funding assistance for deferred maintenance projects will become available. Since maintenance needs will not go away, it will be increasingly important to college administrators to set clear priorities in the budgetary process to keep deferred maintenance under control and at minimum acceptable levels.

VI. INSTITUTIONAL PLANS, PROJECTIONS, AND RESOURCE REQUIREMENTS

CHAPTER ABSTRACT

This section provides a brief overview of the present status and future growth of the individual Maryland community colleges in enrollments, programs, facilities, and expenditures. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced over the next five-year period.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1990. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The proposed introduction of new programs and facilities requirements for each institution is updated annually. These data serve as the basis for projecting resource requirements and review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Training	5202-01	Dental Assisting
5003-01	Finance Associate	5209-01	Nursing, Practical
5004-08	Retail Management	5306-01	Automotive Technology
5005-01	Secretarial Science	5505-01	Criminal Justice Training
5103-01	Data Processing Programmer		
5104-01	Data Processing Operator		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5215-01	Respiratory Therapy (Statewide)
4960-01	Teacher Education Area	5216-01	Mental Health Associate
4970-01	Business Administration Area	5306-01	Automotive Technology
5001-01	Business Technology	5311-01	Electromechanical Technology
5003-01	Finance Associate	5403-01	Forest Technology (Statewide)
5004-08	Retail Management	5503-01	Early Childhood Development
5005-01	Secretarial Science	5505-01	Criminal Justice
5008-01	Media Technology		
5101-01	Data Processing Technology		
5203-01	Dental Hygiene (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Computer Service Technology	25	Heavy Equipment Operator	25
Dietary Technology	25	Occupational Therapy Technology	25
Fitness & Health Management	25	Physical Therapy	25
Gerontology	25	Radiologic Technology	25
Hospitality Management	25	Sanitary Technology	25

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Coal Mining Technology
Construction Trades
Emergency Medical Technology
Surgical Assistant
Physician Assistant

CONTINUING EDUCATION

Subject Areas

Agriculture
Art
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	1,005	1,010	1,014	1,018	1,022	1,026

Humanities	
Administration & Library	
College Center	
Science	
Automotive Technology	
Careers Center	
Continuing Education Center	
Physical Education & Pool	
Services	
Total existing NASF	171,603

Total State funds expended FY 1961 to date	$ 3,592,882
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 4,994,910	$ 5,581,929	$ 5,471,170
Percent of Distribution by Function			
Instruction	57%	58%	56%
Instructional Resources	5	5	5
Student Affairs	5	5	6
Plant Operation and Maintenance	13	12	13
General Administration	16	15	15
General Institutional	4	4	6
Other	4	-	-
Exclusions for State Aid Purposes	(4)	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	74%	74%	78%
Contracted Services	8	8	7
Supplies and Materials	5	5	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	4	5
Fixed Charges	1	1	1
Other	5	1	1
Furniture and Equipment	5	5	1
Exclusions for State Aid Purposes	(4)	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,540	$2,578	$2,545

NOTE: Percentages may not total 100 due to rounding.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5299-10	EMT-Paramedic (Statewide)
5002-01	Financial Accounting	5310-01	Electronics Technology
5004-08	Retail Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial Science	5505-01	Law Enforcement & Criminal Justice
5012-01	Music		
5101-01	Electronic Data Processing		
5214-01	Medical Assisting		
5216-01	Human Services		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5214-01	Medical Assisting
4940-01	Engineering Area	5216-01	Human Services
4950-01	General Studies Area	5299-10	EMT-Paramedic (Statewide)
4960-01	Teacher Education Area	5304-01	Architectural Technology
4970-01	Business Administration Area	5310-01	Electrical Engineering Technology
5001-01	Business Management	5315-01	Mechanical Engineering Technology
5002-01	Financial Accounting	5505-01	Law Enforcement & Criminal Justice
5004-08	Retail Management		
5005-01	Executive Secretarial Science		
5008-01	Communication Arts Technology		
5101-01	Electronic Data Processing		
5208-01	Nursing, Registered		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Hospice Care	20	Dental Hygienist	20
Medical Records Technology	20	Radiologic Technology	15
Office Administration	20	Respiratory Therapy	15
		Vision Care Technology	20

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Military Sciences
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	2,898	2,910	2,921	2,933	2,944	2,955

Administration
Humanities
Science
Careers Center
Library
Student Center
Theater Arts
Physical Education & Pool
Central Plant
Classrooms Building
Total existing NASF 223,350

Student Center Addition 17,799

Library Alterations; Modifications for Handicapped

Total State funds expended FY 1961 to date $ 7,844,667

Projected Bond requirement FY 1985-FY 1990 $ 484,500

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$14,506,504	$14,812,348	$16,330,700
Percent of Distribution by Function			
Instruction	56%	57%	58%
Instructional Resources	9	10	10
Student Affairs	6	7	7
Plant Operation and Maintenance	12	12	13
General Administration	7	9	8
General Institutional	3	6	4
Other	6	10	-
Exclusions for State Aid Purposes	-	(11)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	79%	84%	83%
Contracted Services	5	8	5
Supplies and Materials	8	10	2
Communications	1	2	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	4	5
Fixed Charges	1	1	-
Other	1	-	2
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	(11)	-
Total	100%	100%	100%
Net Cost per FTE	$2,632	$2,554	$2,768

NOTE: Percentages may not total 100 due to rounding.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5003-01	Banking & Finance
5004-01	Business-Real Estate
5004-07	International Trade (Statewide)
5005-01	Secretarial & Office Sciences
5012-02	Fashion Design
5103-01	Data Processing & Computer Science
5202-01	Dental Assisting
5211-01	Operating Room Technician
5215-01	Respiratory Therapy (Statewide)
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Urban Traffic & Transportation Technology
5310-01	Electronics Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning & Refrigeration
5404-01	Dietetic Assistant
5503-04	Special Education
5508-01	Public Sector Administration
5599-01	Legal Assistant
5599-02	Gerontology

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5003-01	Banking & Finance
5004-01	Business Administration
5004-07	International Trade (Statewide)
5005-01	Secretarial & Office Sciences
5008-01	Mass Communications
5010-01	Hospitality Management
5012-01	Fashion Design
5012-05	Commerical Art
5103-01	Data Processing & Computer Science
5203-01	Dental Hygiene (Statewide)
5204-01	Dental Laboratory Technology
5208-01	Nursing, Registered
5213-01	Medical Records Technology
5215-01	Respiratory Therapy (Statewide)
5216-01	Mental Health Technology
5219-01	Physical Therapy (Statewide)
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Urban Traffic & Transportation Technology
5310-01	Electronics Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning & Refrigeration
5399-01	Plant Engineering Technology
5404-01	Dietetic Technology
5407-01	Science Technology
5503-01	Early Childhood Education
5505-01	Public Safety
5506-01	Recreation Leadership
5506-03	Human Services Assistant
5507-01	Fire Protection Technology
5508-01	Public Sector Administration
5599-01	Legal Assistant
5599-02	Gerontology

Projected Programs

Title	Estimated Enrollment
Fall 1986	
Dental Office Manager	20
Energy Resources Technology	15
Instructional Technology	20
Fall 1987	
Computer Assisted Design/ Computer Assisted Manufacturing (CAD/CAM)	10
Correctional Services	20
Health Services Management	20
Pharmacy Technology	15
Robotics	15
Social Research Assistant	15
Technical Writing	10

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Chiropractic Technology
Civil Engineering Technology
Computer Service Technology
Diesel Mechanics
Institutional Management
Pastoral Counseling

CONTINUING EDUCATION

Subject Areas

Arts
Business
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Life and Physical Sciences
Physical Education
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	2,949	2,976	3,003	3,030	3,057	3,084

Liberty Campus

Administration-Classrooms
Student Center
Science & Allied Health
Library
Physical Education
Total existing NASF 212,020

Student Services Wing Alterations; Fine Arts Wing Alterations; Library Alterations; Gymnasium Alterations; Classroom Wing Alterations; Administration Wing Alterations; Cafeteria Wing Alterations, Parking Deck

Total State funds expended FY 1961 to date $ 3,511,387

Projected Bond requirement FY 1985-FY 1990 $ 5,053,858

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Harbor Campus

Administration-Humanities-
Library-Science-Assembly-
Student Services Center
Careers Center
Total existing NASF 113,750

Total State funds expended FY 1961 to date $ 7,025,665

Projected Bond requirement FY 1985-FY 1990 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$12,862,128	$15,767,999	$14,434,404
Percent of Distribution by Function			
Instruction	57%	51%	55%
Instructional Resources	2	2	3
Student Affairs	7	9	6
Plant Operation and Maintenance	15	13	17
General Administration	18	21	15
General Institutional	1	1	4
Other	-	2	-
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	74%	82%
Contracted Services	6	8	8
Supplies and Materials	2	4	4
Communications	2	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	1	2	-
Utilities	4	3	3
Fixed Charges	-	-	-
Other	4	7	1
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Net Cost per FTE	$1,982	$2,355	$2,019

NOTE: Percentages may not total 100 due to rounding.

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial Studies
5008-02	Television Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Computer/ Data Processing Technology
5105-01	Computer Service Technician
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5299-07	Dialysis Technology
5304-01	Architectural Drafting & Design Technology
5305-01	Chemical Technology
5306-01	Automotive Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology (Statewide)
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Recreation, Parks & Leisure Studies
5599-01	Interpreting for the Deaf

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial & Office Studies
5008-02	Television Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Statewide)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Computer/ Data Processing Technology
5105-01	Computer Service Technician
5208-01	Nursing, Registered
5216-01	Mental Health/ Human Services Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5304-01	Architectural Drafting & Design Technology
5305-01	Chemical Technology
5306-01	Automotive Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology (Statewide)

Present Programs - Associate Degree continued

5317-01	Construction Management Technology	5505-01	Criminal Justice
5317-04	Construction Inspection Technology	5506-01	Recreation, Parks & Leisure Studies
		5507-01	Fire Protection Technology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
General Technology	30	Computer-Aided Design	20
Mass Communications	50	Laser Technology	20
		Technical Communications	30

Fall 1988 - Fall 1990

Alternate Energy Technology
Instructional Technology
Therapy Management

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	2,762	2,816	2,870	2,924	2,978	3,032
Administration							
Administration/Faculty							
Humanities-Classrooms							
Technical Arts							
Electronics Laboratory							
Planetarium							
Science							
Student Services							
Learning Resources							
Student Union							
Tudor House							
Classroom I							
Classroom II							
Physical Education & Pool							
Central Services							
Total existing NASF	281,590						
Student Services Addition				15,000			
Technical Arts Addition					23,141		
Additional Parking							

Total State funds expended FY 1961 to date	$ 9,006,793
Projected Bond requirement FY 1985-FY 1990	$ 4,446,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$19,133,490	$19,485,158	$21,563,867
Percent of Distribution by Function			
Instruction	51%	50%	50%
Instructional Resources	6	5	5
Student Affairs	9	10	10
Plant Operation and Maintenance	14	13	13
General Administration	4	5	5
General Institutional	16	16	17
Other	1	1	1
Exclusions for State Aid Purposes	(1)	(1)	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	82%	84%
Contracted Services	7	8	6
Supplies and Materials	3	3	3
Communications	2	2	2
Conferences/Meetings	1	-	-
Grants/Subsidies	1	1	1
Utilities	3	3	3
Fixed Charges	1	-	1
Other	-	-	-
Furniture and Equipment	3	2	1
Exclusions for State Aid Purposes	(1)	(1)	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,526	$2,639	$2,684

NOTE: Percentages may not total 100 due to rounding.

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business & Commerce Technology	5206-01	Equine Science (Statewide)
5005-01	Clerk Typist	5310-01	Electronics Technology
5007-01	Professional Photography (Statewide)	5317-01	Construction Trades Technology
5101-01	Data Processing	5408-01	Sanitary Technology
		5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5007-01	Professional Photography (Statewide)
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business & Commerce Technology	5317-01	Construction Trades Technology
5005-01	Secretarial Science	5505-01	Law Enforcement & Corrections Technology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Gas/Diesel Mechanics	10	Alternative Energy Technology	10
Hazardous Waste Technology	10	Drafting	15
Industrial Management	20	Electronics Maintenance	15
Industrial Mechanics	10	Paralegal Studies	10
Machine Technology	10	Personnel Administration	15

Fall 1988 - Fall 1990

Actuarial Science Technology	Communications Technology
Commercial & Graphic Arts	Geriatric Social Work

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Physical Education

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	353	365	376	388	399	410

Administration-Classroom Physical Education Total existing NASF	52,533	
Building No. 1 Addition		20,000

Modifications for Handicapped; Administration-Classrooms Alterations; Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 1,757,226
Projected Bond requirement FY 1985-FY 1990	$ 2,133,270

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 3,039,131	$ 3,364,323	$ 3,465,965
Percent of Distribution by Function			
Instruction	46%	46%	56%
Instructional Resources	4	5	5
Student Affairs	10	7	8
Plant Operation and Maintenance	12	11	11
General Administration	9	9	11
General Institutional	13	15	9
Other	5	7	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	66%	64%	72%
Contracted Services	7	7	6
Supplies and Materials	10	9	7
Communications	-	-	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	4	5	4
Fixed Charges	5	8	1
Other	-	-	-
Furniture and Equipment	6	5	6
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$3,473	$3,531	$3,629

NOTE: Percentages may not total 100 due to rounding.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5002-01	Accounting	5310-01	Electronic Technology
5004-06	Real Estate	5310-03	Pollution Abatement Technology
5005-01	Secretarial Science	5406-05	Nautical Science
5009-01	Printing	5503-01	Early Childhood Education
5104-01	Computer Operator	5503-02	Developmental Disabilities
5209-01	Nursing, Practical		
5303-01	Drafting		

Present Programs - Associate Degree

4940-01	Engineering Area	5103-01	Computer Programming
4950-01	General Studies Area	5208-01	Nursing, Registered
5002-01	Accounting	5310-01	Electronic Technology
5004-01	Management Development		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Arts & Sciences (Transfer)	30	Computer Service Technology	20
Business Administration (Transfer)	30	Culinary Arts	20
Income Maintenance Management	15	Medical Assisting	20
Law Enforcement	30	Retailing	30
Management Information Systems	15		
Teacher Education (Transfer)	20		
Technical Writing	30		

Fall 1988 - Fall 1990

Construction Management

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Health Care
Home Economics
Industrial Arts
Languages
Physical Education
Social Science

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	929	933	936	939	942	945
Administration							
Social Sciences							
Science & Technology							
Biology Laboratory							
Library							
Student Services							
Physical Education & Pool							
Maintenance							
Assembly & Laboratory							
Total existing NASF	132,625						
Student Center Addition						5,000	
Reroofing; Additional Parking							

Total State funds expended FY 1961 to date	$ 4,665,750
Projected Bond requirement FY 1985-FY 1990	$ 1,049,041

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 5,814,700	$ 6,846,644	$ 7,005,025
Percent of Distribution by Function			
Instruction	43%	47%	43%
Instructional Resources	8	9	8
Student Affairs	6	7	10
Plant Operation and Maintenance	16	17	17
General Administration	10	10	10
General Institutional	8	5	8
Other	10	6	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	62%	66%	70%
Contracted Services	15	15	12
Supplies and Materials	4	4	4
Communications	2	2	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	1	3
Utilities	5	6	6
Fixed Charges	8	1	1
Other	-	-	-
Furniture and Equipment	1	4	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,641	$3,359	$3,184

NOTE: Percentages may not total 100 due to rounding.

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5312-02	Industrial Mechanics Technology
5005-01	Office Education & Technology	5317-01	Drafting
5103-01	Computer Programming	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5105-01	Computer Service Technology	5503-01	Early Childhood Development
5302-01	Aviation Maintenance Technology (Statewide)	5503-02	Developmental Disabilities
5310-01	Electronics Technology	5505-01	Law Enforcement

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology (Statewide)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5209-01	Radiologic Technology
4970-01	Business Administration Area	5302-01	Aviation Maintenance Technology (Statewide)
5001-01	Business Management Technology	5310-01	Electronics Technology
5005-01	Office Education & Technology	5317-01	Architectural & Drafting Technology
5103-01	Computer Programming	5505-01	Law Enforcement
5105-01	Computer Service Technology		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Accounting	50	Diesel Mechanics	15
Cardiac Rehabilitation	35	Food & Beverage Management	20
Computer Assisted Design/ Computer Assisted Manufacturing (CAD/CAM)	15	Mental Health Technology	40
Medical Records Technology	20	Robotics	20
Nursing, Practical	20		

Fall 1988 - Fall 1990

Automotive Technology
Dental Assistant
Energy Conservation Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	537	543	549	555	561	567

Administration & Library	
Sciences; Humanities	
Technical Center	
Student Service Center	
Physical Education & Pool	
Total existing NASF	101,005

Total State funds expended FY 1961 to date	$ 4,841,882*
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

* Does not include two loans to the counties.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 3,015,258	$ 3,277,676	$ 3,617,667
Percent of Distribution by Function			
Instruction	49%	48%	49%
Instructional Resources	5	8	7
Student Affairs	10	12	11
Plant Operation and Maintenance	17	17	17
General Administration	14	12	12
General Institutional	4	4	4
Other	5	7	-
Exclusions for State Aid Purposes	(5)	(7)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	70%	72%	73%
Contracted Services	8	8	7
Supplies and Materials	5	5	5
Communications	2	2	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	5	5	7
Fixed Charges	1	1	1
Other	5	6	1
Furniture and Equipment	8	5	2
Exclusions for State Aid Purposes	(5)	(7)	-
Total	100%	100%	100%
Net Cost per FTE	$2,742	$2,873	$3,173

NOTE: Percentages may not total 100 due to rounding.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Retail Sales/Basic Management
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5103-01	Data Processing
5299-11	Physical Fitness Technology (Statewide)
5311-02	Stationary Engineering Technology (Statewide)
5317-02	Heating, Ventilation, & Air Conditioning
5402-02	Retail Floristry (Statewide)
5503-02	Special Education Instructional Aide
5503-03	Child Development & Early Childhood Care
5599-03	Paraprofessional Counseling
5599-04	Labor Studies (Statewide)

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Management
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5007-01	Photography
5008-01	Media Technology
5103-01	Computer Programming
5299-11	Physical Fitness Technology (Statewide)
5311-02	Stationary Engineering Technology (Statewide)
5312-02	Industrial Maintenance
5317-02	Heating, Ventilation, & Air Conditioning
5399-05	Water Systems Technology (Statewide)
5402-01	Ornamental Horticulture
5503-02	Special Education Instructional Aide
5503-03	Child Development & Early Childhood Care
5599-01	Legal Assistant
5599-03	Paraprofessional Counseling
5599-04	Labor Studies (Statewide)

Projected Programs

Title	Estimated Enrollment
Fall 1986	
Cardio-Pulmonary Technology	20
Electronics	20
Instrumentation Technology	10
Supervision	20
Welding Technology	10
Fall 1987	
Energy Management Technology	10
Phototypesetting	15
Robotics	10

Fall 1988 - Fall 1990

Aviation Maintenance Technology
Community Organization & Leadership
Laser Technology
Telecommunications Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Mathematics
Philosophy and Religion
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	609	621	632	644	655	667

Administration-Energy Plant	
Classrooms	
Learning Resources Center	
Humanities-Classroom	
Physical Education	
Maintenance	
Total existing NASF	146,068

Total State funds expended FY 1961 to date	$ 4,366,995
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 6,375,370	$ 7,444,819	$ 7,974,746
Percent of Distribution by Function			
Instruction	43%	44%	45%
Instructional Resources	7	7	6
Student Affairs	12	11	11
Plant Operation and Maintenance	17	15	16
General Administration	7	7	6
General Institutional	14	17	17
Other	-	-	-
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	69%	67%	72%
Contracted Services	8	9	7
Supplies and Materials	4	3	4
Communications	2	3	2
Conferences/Meetings	1	1	-
Grants/Subsidies	1	1	1
Utilities	5	5	6
Fixed Charges	8	8	9
Other	-	-	-
Furniture and Equipment	3	4	1
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,842	$2,674	$2,642

NOTE: Percentages may not total 100 due to rounding.

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Small Business Management
5001-02	Arts Management
5002-01	Accounting
5005-01	Secretarial Science
5010-01	Hotel-Motel/ Restaurant-Club Management
5099-02	Travel & Tourism
5103-01	Data Processing
5202-01	Dental Assisting
5215-01	Respiratory Therapy
5216-02	Drug Abuse Counselor
5218-01	Health Services Management
5299-01	Emergency Medical Technician
5299-02	Nuclear Medicine Technology (Statewide)
5299-05	Podiatric Assistant
5299-09	Radiation Therapy (Statewide)
5303-01	Drafting Technology
5310-01	Electronics Technology
5503-01	Early Childhood Development, Preschool
5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5001-02	Arts Management
5002-01	Accounting
5004-01	Industrial Management
5004-08	Marketing Management
5004-09	Personnel Management
5005-01	Secretarial Science
5010-01	Hotel-Motel/ Restaurant-Club Management
5103-01	Data Processing
5105-01	Computer Technician
5205-01	Medical Laboratory Technology (Statewide)
5206-01	Animal Science Technology (Statewide)
5207-01	Radiography
5208-01	Nursing, Registered
5216-01	Mental Health/Human Services
5218-01	Health Services Management
5299-01	Emergency Medical Technician
5299-02	Nuclear Medicine Technology (Statewide)
5299-05	Podiatric Assistant
5299-08	Physician Assistant (Statewide)
5299-09	Radiation Therapy (Statewide)
5303-01	Drafting
5310-01	Electronics Technology
5503-01	Early Childhood Development
5505-01	Criminal Justice

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Home Health Care Aide	15	Dietetic Technology	20
Medical Records Technology	20	Physical Therapy Assistant	10
Nursing, Practical	20	Respiratory Therapy	10
Physical Education Aide	15		

Fall 1988 - Fall 1990

Environmental Technology
Family, Home & Consumer Studies
Nonprofit Agency Management
Occupational Therapy Assistant
Pharmacy Technology
Property Management

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	3,450	3,466	3,481	3,497	3,512	3,528

Administration-Instructional	
Humanities	
Science-Allied Health	
Social Science-Human Development	
Student Services Center	
Career Education Center	
Library	
Physical Education & Pool	
Central Power; Maintenance	
Total existing NASF	308,614

Library Alterations

Total State funds expended FY 1961 to date	$11,226,527
Projected Bond requirement FY 1985-FY 1990	$ 146,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$15,258,039	$16,319,312	$17,751,761
Percent of Distribution by Function			
Instruction	50%	51%	49%
Instructional Resources	5	5	5
Student Affairs	10	9	9
Plant Operation and Maintenance	15	15	15
General Administration	5	5	5
General Institutional	14	13	15
Other	1	1	1
Exclusions for State Aid Purposes	(1)	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	77%	76%
Contracted Services	4	5	5
Supplies and Materials	3	3	3
Communications	2	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	7	7	9
Other	-	-	-
Furniture and Equipment	2	2	-
Exclusions for State Aid Purposes	(1)	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,556	$2,473	$2,717

NOTE: Percentages may not total 100 due to rounding.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Banking & Financial Management	5302-01	Aviation Maintenance Technology (Statewide)
5005-01	Secretarial Science		
5101-01	Data Processing	5310-01	Electronics Technology
5202-01	Dental Assisting		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5205-01	Biology Laboratory Technology
4950-01	General Studies Area		
4960-01	Teacher Education Area	5208-01	Nursing Education
4970-01	Business Administration Area	5310-01	Electronics Technology
		5506-02	Park Operation & Management (Statewide)
5001-01	Business Management		
5002-01	Business Accounting		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Marketing	25	Construction Trades Management	25
Fall 1988 - Fall 1990			
Computer Service Technology		Paralegal	

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	1,089	1,129	1,168	1,208	1,247	1,286

Administration & Library			
Classroom & Student Services			
Science Laboratory			
Physical Education & Physical Plant			
Lecture & Music Hall			
Total existing NASF	83,893		
Multi-Purpose Building		15,800	
Maintenance Building			5,360

Energy Conservation Modifications; Site Improvement-Drainage; Reroofing

Total State funds expended FY 1961 to date	$ 2,669,062
Projected Bond requirement FY 1985-FY 1990	$ 2,021,618

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 4,351,027	$ 4,748,147	$ 5,325,520
Percent of Distribution by Function			
Instruction	57%	53%	51%
Instructional Resources	6	6	6
Student Affairs	8	10	10
Plant Operation and Maintenance	15	15	16
General Administration	14	16	15
General Institutional	-	-	2
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	79%	78%	76%
Contracted Services	4	8	8
Supplies and Materials	4	4	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	1	-	1
Other	-	-	-
Furniture and Equipment	4	3	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,298	$2,575	$2,665

NOTE: Percentages may not total 100 due to rounding.

GARRETT COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Business	5401-01	Environmental & Renewable Resources
5005-01	Business Secretarial		
5206-01	Veterinary Science Technology (Statewide)	5403-02	Wildlife Management (Statewide)
5312-02	Maintenance Technology	5503-01	Human Services
5399-03	Coal Mining Technology	5599-02	Gerontology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5312-02	Maintenance Technology
4950-01	General Studies Area	5399-03	Coal Mining Technology
4960-01	Teacher Education Area	5401-01	Environmental & Renewable Resources
4970-01	Business Administration Area		
5004-01	Business	5403-02	Wildlife Management (Statewide)
5005-01	Secretarial Science		
5206-01	Veterinary Science Technology (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
	Fall 1986		Fall 1987
Hotel-Motel Management	10	Data Processing	-

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Life and Physical Sciences
Physical Education
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	227	231	235	238	242	246

Administration
Learning Center
Technical Center
Coal Mining Technology Center
Physical Education
Total existing NASF 63,013

Total State funds expended FY 1961 to date $ 1,322,267

Projected Bond requirement FY 1985-FY 1990 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 1,794,863	$ 1,868,142	$ 1,881,380
Percent of Distribution by Function			
Instruction	52%	45%	44%
Instructional Resources	4	4	6
Student Affairs	6	11	9
Plant Operation and Maintenance	16	16	18
General Administration	11	14	12
General Institutional	8	10	10
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	74%	69%	68%
Contracted Services	9	9	12
Supplies and Materials	5	5	6
Communications	2	2	2
Conferences/Meetings	1	2	1
Grants/Subsidies	-	1	1
Utilities	5	5	6
Fixed Charges	1	1	1
Other	2	3	1
Furniture and Equipment	1	4	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,995	$3,040	$3,570

NOTE: Percentages may not total 100 due to rounding.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-01	Management	5404-01	Hospitality
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
		5505-02	Correctional Services

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5216-01	Human Services Technology
4950-01	General Studies Area	5311-01	Electrical Engineering Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5315-01	Mechanical Engineering Technology
5002-01	Accounting & Business		
5004-01	Management	5503-01	Early Childhood & Primary Grades Education
5005-01	Executive Secretarial		
5101-01	Data Processing	5505-01	Police Services
5207-01	Radiologic Technology	5505-02	Correctional Services

Projected Programs

None

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Physical Education
Psychology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	862	868	875	881	888	894

Administration
Student Center
Careers Center
Academic
Science
Assembly
Library
Physical Education
Central Plant
Total existing NASF 117,005

Reroofing of five buildings

Total State funds expended FY 1961 to date	$ 2,450,422
Projected Bond requirement FY 1985-FY 1990	$ 191,392

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 4,372,344	$ 4,622,121	$ 5,070,000
Percent of Distribution by Function			
Instruction	52%	51%	49%
Instructional Resources	5	5	5
Student Affairs	7	6	6
Plant Operation and Maintenance	7	8	11
General Administration	16	14	14
General Institutional	14	16	15
Other	-	-	
Exclusions for State Aid Purposes	1	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	80%	79%	79%
Contracted Services	5	5	6
Supplies and Materials	4	6	5
Communications	2	1	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	3	4
Fixed Charges	1	-	1
Other	-	1	-
Furniture and Equipment	3	4	3
Exclusions for State Aid Purposes	1	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,306	$2,418	$2,538

NOTE: Percentages may not total 100 due to rounding.

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5103-01	Computer Programming
5002-01	Accounting	5104-01	Computer Operator
5003-03	Insurance	5209-01	Nursing, Practical
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronics Technology
5008-01	Mass Communications	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
5101-01	Data Processing Management		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5217-01	Electrodiagnostic Technology (Statewide)
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5306-01	Automotive Engineering Technology
5001-01	Business Management		
5002-01	Accounting	5310-01	Electronics Technology
5004-08	Retail Management	5407-01	Science Laboratory Technology-Histotechnology Option (Statewide)
5005-01	Office Education		
5008-01	Mass Communications		
5012-03	Interior Design	5505-01	Criminal Justice

Projected Programs

None

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Military Sciences
Physical Education
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	1,529	1,553	1,577	1,601	1,625	1,649

Administration
Learning Resources Center
Fine Arts
Academic
Science
Student Services
College Center
Vocational-Technical Center
Physical Education & Pool
Maintenance
Total existing NASF 183,670

Fire Protection Facilities; Science Alterations; Academic Alterations; Physical Education Alterations; Chesapeake Center Alterations; Site Development; New Exit Road

Total State funds expended FY 1961 to date	$ 5,289,648
Projected Bond requirement FY 1985-FY 1990	$ 2,309,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 7,966,136	$ 8,473,163	$ 9,140,000
Percent of Distribution by Function			
Instruction	50%	50%	50%
Instructional Resources	6	6	6
Student Affairs	7	7	7
Plant Operation and Maintenance	14	13	13
General Administration	11	11	11
General Institutional	12	13	13
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	77%	77%
Contracted Services	7	6	5
Supplies and Materials	3	4	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	1	2
Utilities	4	3	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	5	4	3
Exclusions for State Aid Purposes	-	-	1
Total	100%	100%	100%
Net Cost per FTE	$2,534	$2,604	$2,749

NOTE: Percentages may not total 100 due to rounding.

HOWARD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-03	Housing Management	5310-01	Electronics Technology
5004-08	Retailing	5317-03	Carpentry
5005-01	Secretarial Science	5399-02	Biomedical Engineering Technology (Statewide)
5101-01	Data Processing		
5105-01	Computer Technician		
5212-01	Vision Care Technology (Statewide)	5402-01	Plant Science
		5503-02	Developmental Disabilities
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5105-01	Computer Technician
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5317-03	Residential Construction
5002-01	Accounting	5399-02	Biomedical Engineering Technology (Statewide)
5004-01	Business Management		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Computer Graphics Technology	20	Criminal Justice	20
Financial Services	20	Gerontology	20
Manufacturing Systems Technology	20	Hazardous Waste Management Technology	16
Security Management	17	Industrial Laser Technology	20
		Legal Assistance	16

Fall 1988 - Fall 1990

Fire Science

Patient Care Management

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	1,060	1,120	1,180	1,240	1,300	1,360

Communication Arts & Administration		
Learning Resources & Science		
Nursing Education		
Physical Education & Pool		
Total existing NASF	122,237	
Technical Arts		29,000
Additional Parking		

Total State funds expended FY 1961 to date	$ 4,378,932
Projected Bond requirement FY 1985-FY 1990	$ 2,259,443

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 6,265,227	$ 6,651,857	$ 7,679,410
Percent of Distribution by Function			
Instruction	42%	46%	47%
Instructional Resources	6	6	6
Student Affairs	10	12	20
Plant Operation and Maintenance	16	14	14
General Administration	15	18	19
General Institutional	9	4	4
Other	2	1	-
Exclusions for State Aid Purposes	-	(1)	(9)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	74%	75%	79%
Contracted Services	9	9	9
Supplies and Materials	5	4	4
Communications	2	2	2
Conferences/Meetings	1	2	1
Grants/Subsidies	-	-	-
Utilities	4	4	4
Fixed Charges	1	1	1
Other	1	1	7
Furniture and Equipment	2	2	2
Exclusions for State Aid Purposes	-	(1)	(9)
Total	100%	100%	100%
Net Cost per FTE	$2,681	$2,803	$3,033

NOTE: Percentages may not total 100 due to rounding.

PROGRAMS

Rockville Campus

HEGIS Code	Title
	Present Programs - Certificate
5004-01	Management
5005-01	Secretarial
5010-02	Food Management
5103-01	Computer Science & Technology
5104-01	Computer Operator
5306-01	Automotive Technology
5503-02	Handicapped Assistance
5503-03	Child Care Aide
5505-02	Corrections
5507-01	Fire Science (Statewide)
5508-01	Geography, Cartography & Community Planning
	Present Programs - Associate Degree
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5004-01	Management
5005-01	Secretarial
5007-01	Photography
5008-01	Communications & Broadcasting
5009-01	Printing Technology
5010-01	Hotel-Motel Management
5010-02	Food & Beverage Management
5012-05	Advertising Art
5103-01	Computer Science & Technology
5105-01	Computer Technician
5304-01	Architecture & Construction
5306-01	Automotive Technology
5309-01	Civil Engineering Technology
5310-01	Electronics Technology
5315-01	Mechanical Engineering Technology
5503-03	Early Childhood Education
5505-01	Criminal Justice
5506-01	Recreation Leadership
5507-01	Fire Science (Statewide)
5508-02	Geography, Cartography & Community Planning

Takoma Park Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Management	5202-01	Dental Assisting
5005-01	Secretarial - Office Assistant	5214-01	Medical Assistant
5103-01	Computer Science & Technology	5503-03	Child Care Aide
		5599-01	Legal Assistant
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5103-01	Computer Science & Technology
4940-01	Engineering Area	5202-01	Dental Assisting
4950-01	General Studies Area	5204-01	Dental Laboratory Technician
4960-01	Teacher Education Area	5205-01	Medical Laboratory Technician
4970-01	Business Administration Area	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered
5004-01	Management	5214-01	Medical Assistant
5005-01	Secretarial	5216-01	Mental Health Associate

Germantown Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Management	5103-01	Computer Science & Technology
5005-01	Secretarial		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5004-01	Management
4940-01	Engineering Area	5005-01	Secretarial
4950-01	General Studies Area	5103-01	Computer Science & Technology
4960-01	Teacher Education Area	5311-01	Electromechanical Technology
4970-01	Business Administration Area		

Projected Programs

Title	Estimated Enrollment
Fall 1987	
Computer Graphics	25
Science Laboratory Technology	15
Fall 1988 - Fall 1990	
Planning Technology	
Systems Manufacturing	

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	7,975	8,018	8,061	8,104	8,147	8,190

Rockville Campus

Administration; Humanities
Science Center; Fine Arts
Technical Center; Art
Computer Science; Music
Student Services
Campus Center
Campus Tower
Physical Education & Pool
Performing Arts Center
Total existing NASF 412,993

Fine Arts Alterations; Technical Center Alterations; Humanities Alterations; Scien
East Alterations; Campus Center Alterations

Total State funds expended FY 1961 to date $ 8,778,414

Projected Bond requirement FY 1985-FY 1990 $ 4,079,050

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Takoma Park Campus

Mathematics; Nursing
Social Science
Office Studies
Commons; Fine Arts
Resource Center
Science Center
Communication Arts
Physical Education & Pool
Total existing NASF 164,369

Total State funds expended FY 1961 to date	$ 5,072,549
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

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Germantown Campus

Science & Technology
Humanities
Physical Education
Total existing NASF 122,193

Total State funds expended FY 1961 to date	$ 4,634,268
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$35,569,207	$38,710,364	$42,254,597
Percent of Distribution by Function			
Instruction	51%	52%	50%
Instructional Resources	7	7	7
Student Affairs	8	8	9
Plant Operation and Maintenance	19	20	20
General Administration	11	11	11
General Institutional	5	3	4
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	82%	81%	79%
Contracted Services	5	6	7
Supplies and Materials	3	3	3
Communications	1	1	1
Conferences/Meetings	-	-	1
Grants/Subsidies	-	-	1
Utilities	4	4	4
Fixed Charges	-	-	1
Other	2	1	-
Furniture and Equipment	2	2	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,979	$3,143	$3,373

NOTE: Percentages may not total 100 due to rounding.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Small Business Management	5303-01	Architecture & Engineering Drafting
5002-01	Accounting	5310-01	Communications/ Microprocessor
5004-06	Real Estate	5503-03	Day Care
5004-08	Marketing Management	5599-01	Paralegal/Legal Assistant
5005-01	Clerk-Typist & Word Processing		
5010-01	Hospitality Services		
5103-01	Computer Programming		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5207-01	Radiologic (X-Ray) Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology (Statewide)
4960-01	Teacher Education Area	5215-01	Respiratory Therapy (Statewide)
4970-01	Business Administration Area	5299-02	Medical Isotope Technology (Statewide)
5001-01	Business Management-Administrative Assistant	5301-01	Mechanical Engineering Technology
5002-01	Accounting	5303-01	Drafting Technology
5004-06	Real Estate	5310-01	Electronics Engineering Technology
5004-08	Marketing Management	5503-03	Child Care Assistant
5005-01	Secretarial Science	5505-01	Criminal Justice
5010-01	Hospitality Services	5599-01	Paralegal/Legal Assistant
5101-01	Computer/Data Processing		
5105-01	Computer Service Technology		
5205-01	Medical Laboratory Technology (Statewide)		

Projected Programs

Title	Estimated Enrollment
Fall 1987	
Cardiopulmonary Technology	25
Culinary Arts	45
Medical Assistant	30

Fall 1988 - Fall 1990

Health Care Management
Technical Design & Illustration
Telecommunications Technology

PRINCE GEORGE'S

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Libraries
Life and Physical Sciences
Physical Education
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1984	1985	1986	1987	1988	1989	1990
PROJECTED FTDE	-	5,167	5,222	5,278	5,333	5,389	5,444

Largo Campus

Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing NASF	302,002						
Learning Resources Center	53,581						
Physical Education Addition					22,575		
Science Addition							15,084
Kent Hall Alterations							

Total State funds expended FY 1961 to date	$ 8,444,008
Projected Bond requirement FY 1985-FY 1990	$ 2,614,500

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Clinton Campus

Site Development

Learning Resources Center; Classrooms; Administration Facility

Total State funds expended FY 1961 to date	$ 685,000
Projected Bond requirement FY 1985-FY 1990	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$22,182,199	$23,163,795	$25,515,564
Percent of Distribution by Function			
Instruction	60%	60%	60%
Instructional Resources	4	4	4
Student Affairs	10	9	10
Plant Operation and Maintenance	11	12	12
General Administration	13	13	13
General Institutional	2	2	2
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	85%	86%	84%
Contracted Services	4	5	5
Supplies and Materials	3	3	3
Communications	2	1	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	3	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	2	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,303	$2,458	$2,750

NOTE: Percentages may not total 100 due to rounding.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Science	5209-01	Nursing, Practical (Statewide)
5010-01	Hotel-Motel-Restaurant Management (Statewide)	5306-01	Automotive Technology
5103-01	Computer Programming	5505-01	Criminal Justice

Present Programs - Associate Degree

4950-01	General Studies Area	5103-01	Computer Programming
5001-01	Business Management	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered (Statewide)
5004-08	Marketing		
5005-01	Secretarial Science	5505-01	Law Enforcement
5010-01	Hotel-Motel-Restaurant Management (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1986		Fall 1987	
Supervision	15	Human Services	10

CONTINUING EDUCATION

Subject Areas

Agriculture	Home Economics
Business	Industrial Arts
Communications	Law
Computer Science	Military Sciences
Education	Physical Education
Engineering	Public Administration
Health Care	Social Sciences

PHYSICAL FACILITIES

None contemplated.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1983	Actual FY 1984	Budgeted FY 1985
Net Current Unrestricted Expenditures	$ 1,582,165	$ 1,960,592	$ 2,263,000
Percent of Distribution by Function			
Instruction	60%	57%	55%
Instructional Resources	-	-	-
Student Affairs	8	8	6
Plant Operation and Maintenance	14	17	17
General Administration	13	11	11
General Institutional	5	7	11
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	68%	64%	69%
Contracted Services	8	10	9
Supplies and Materials	5	4	4
Communications	2	2	2
Conferences/Meetings	1	2	2
Grants/Subsidies	-	-	-
Utilities	3	3	4
Fixed Charges	9	8	9
Other	-	-	1
Furniture and Equipment	4	7	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,548	$2,728	$2,978

NOTE: Percentages may not total 100 due to rounding.

Appendix A

DEFINITIONS

The State Board for Community Colleges recognizes the following definitions for terms used in this State Plan.

Associate degree

An award for satisfactory completion of a program of study of not less than 60 or more than 70 semester hours of college instruction. Coursework must be distributed according to the requirements of the curriculum. The associate in arts is the only associate degree awarded by Maryland community colleges.

Certificate

An award for satisfactory completion of a program of study representing a planned sequence of learning experiences consisting of at least 12 semester hours of college work.

Community college

In this Plan, community college refers to each of Maryland's seventeen public two-year colleges. Also includes institutions identified as public junior colleges and regional community colleges.

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supporting and some are State-assisted.

Continuing education unit (CEU)

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning. Some community college education offerings carry CEU designation; others do not.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Discipline cost

The direct and indirect cost of supporting instruction in the various subject matters offered by a college. This should not be confused with program cost, which includes the cost of all subjects (including service courses) that comprise a degree program.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE)

Total credit and equated credit hours divided by 30 (used in financial planning). For example, a student carrying 15 credit hours of instruction during each of two semesters equals one FTE for funding purposes.

Full-time day equivalent (FTDE)

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

High-tech

The term "high-tech" is often used but typically not precisely defined. The U. S. Department of Labor, Bureau of Labor Statistics, defines high-tech industries using three criteria: (1) firms spending a large portion of their budget on research and development activities (about double the national average in relation to net sales); (2) firms employing more scientific, technical, and engineering personnel relative to total employment (about twice the U. S. average); and (3) firms typically producing goods (or services) that have a high degree of technical sophistication.

Instructional program

A planned series of courses leading to a certificate or degree developed, approved, and implemented in State minimum requirements.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and that enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Maryland Code

As used in this Plan, the term refers to the current volume and most recent supplement to the Annotated Code of Maryland.

Occupational program

A degree or certificate program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs. Each occupational degree program must contain at least 24 specific credit hours of required courses in the discipline.

Program evaluation

A planned process, undertaken annually to quantitatively and qualitatively assess the quality of instructional programs. The process involves both State and local level review.

Remedial education

Courses and/or services designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each, of actual class meeting, or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

Appendix B

ENROLLMENT AND FINANCIAL DATA

The enrollment and financial data in this appendix were compiled from data systems at the colleges and the State Board for Community Colleges. These data, submitted by the colleges on computer tape, are coordinated to provide data for reports to the State Board for Higher Education and the National Center for Educational Statistics, as well as reports to other local, State, and federal agencies.

CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1984

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Allegany	427	132	559	329	163	492	997	443	1,440	21	181	202	1,347	787	2,134
Anne Arundel	836	1,609	2,445	1,389	3,143	4,532	787	3,575	4,362	-	-	-	2,176	6,718	8,894
Baltimore	1,000	1,371	2,371	1,163	1,885	3,048	1,847	2,431	4,278	45	145	190	3,055	4,461	7,516
Catonsville	818	1,696	2,514	1,157	4,325	5,482	1,270	4,456	5,726	-	1	1	2,427	8,782	11,209
Cecil	125	252	377	103	165	268	165	466	631	59	536	595	327	1,167	1,494
Charles	201	923	1,124	456	1,370	1,826	238	1,156	1,394	10	1,233	1,243	704	3,759	4,463
Chesapeake	154	428	582	208	1,245	1,453	217	313	530	-	22	22	425	1,580	2,005
Dundalk	161	586	747	173	1,177	1,350	310	1,543	1,853	-	-	-	483	2,720	3,203
Essex	929	1,121	2,050	1,214	2,527	3,741	1,384	4,074	5,458	25	637	662	2,623	7,238	9,861
Frederick	338	602	940	519	1,386	1,905	338	955	1,293	-	2	2	857	2,343	3,200
Garrett	99	84	183	128	45	173	87	78	165	10	221	231	225	344	569
Hagerstown	356	567	923	471	463	934	397	848	1,245	5	313	318	873	1,624	2,497
Harford	377	782	1,159	581	1,629	2,210	441	1,634	2,075	-	-	-	1,022	3,263	4,285
Howard	206	397	603	448	1,149	1,597	245	1,054	1,299	30	503	533	723	2,706	3,429
Montgomery:															
Rockville	1,508	2,193	3,701	2,643	5,122	7,765	1,407	3,445	4,852	6	59	65	4,056	8,626	12,682
Takoma Park	387	792	1,179	742	2,251	2,993	415	1,226	1,641	-	16	16	1,157	3,493	4,650
Germantown	226	356	582	368	973	1,341	145	1,057	1,202	2	9	11	515	2,039	2,554
Prince George's	1,384	2,225	3,609	1,965	2,946	4,911	1,845	4,669	6,514	26	2,632	2,658	3,836	10,247	14,083
Wor-Wic Tech	152	579	731	18	47	65	163	487	650	5	136	141	186	670	856
TOTAL	9,684	16,695	26,379	14,075	32,011	46,086	12,698	33,910	46,608	244	6,646	6,890	27,017	72,567	99,584
Percent of Total Enrollment			26%			46%			47%			7%			100%

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

COMPARISON OF CREDIT ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES
FALL 1982, 1983, AND 1984

College	Full-time					Part-time					TOTAL				
	Fall 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983	Fall 1984	% Incr. (Decr.) 1983 - 1984	Fall 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983	Fall 1984	% Incr. (Decr.) 1983 - 1984	Fall 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983	Fall 1984	% Incr. (Decr.) 1983 - 1984
Allegany	1,304	1,417	8.7	1,347	(4.9)	887	904	1.9	787	(12.9)	2,191	2,321	5.9	2,134	(8.1)
Anne Arundel	2,460	2,383	(3.1)	2,176	(8.7)	6,308	6,644	5.3	6,718	1.1	8,768	9,027	3.0	8,894	(1.5)
Baltimore	3,795	3,843	1.3	3,055	(20.5)	5,135	5,339	4.0	4,461	(16.4)	8,930	9,182	2.8	7,516	(18.1)
Catonsville	2,599	2,472	(4.9)	2,427	(1.8)	8,934	9,245	3.5	8,782	(5.0)	11,533	11,717	1.6	11,209	(4.3)
Cecil	294	324	10.2	327	.9	1,159	1,200	3.5	1,167	(2.8)	1,453	1,524	4.9	1,494	(2.0)
Charles	908	830	(8.6)	794	(15.2)	3,151	3,342	6.1	3,759	12.5	4,059	4,172	2.8	4,463	7.0
Chesapeake	512	481	(6.1)	425	(11.6)	1,439	1,485	3.2	1,580	6.4	1,951	1,966	.8	2,005	2.0
Dundalk	484	653	34.9	483	(26.0)	2,225	2,617	17.6	2,720	3.9	2,709	3,270	20.7	3,203	(2.0)
Essex	2,841	2,716	(4.4)	2,623	(3.4)	7,110	7,488	5.3	7,238	(3.3)	9,951	10,204	2.5	9,861	(3.4)
Frederick	959	953	(.6)	857	(10.1)	2,084	2,361	13.3	2,343	(.8)	3,043	3,314	8.9	3,200	(3.4)
Garrett	269	266	(1.1)	225	(15.4)	285	362	27.0	344	(5.0)	554	628	13.4	569	(9.4)
Hagerstown	937	927	(1.1)	873	(5.8)	1,535	1,710	11.4	1,624	(5.0)	2,472	2,637	6.7	2,497	(5.3)
Harford	1,324	1,212	(8.5)	1,022	(15.7)	3,382	3,580	5.9	3,263	(8.9)	4,706	4,792	1.8	4,285	(10.6)
Howard	782	788	.8	723	(8.2)	2,868	2,832	(1.3)	2,706	(4.4)	3,650	3,620	(.8)	3,429	(5.3)
Montgomery:															
Rockville	4,583	4,455	(2.8)	4,056	(9.0)	8,477	8,492	.2	8,626	1.6	13,060	12,947	(.9)	12,682	(2.0)
Takoma Park	1,211	1,257	3.8	1,157	(8.0)	3,134	3,518	12.3	3,493	(.7)	4,345	4,775	9.9	4,650	(2.6)
Germantown	442	478	8.1	515	7.7	2,119	2,114	(.2)	2,039	(3.5)	2,561	2,592	1.2	2,554	(1.5)
Prince George's	4,581	4,262	(7.0)	3,836	(10.0)	10,773	10,715	(.5)	10,247	(4.4)	15,354	14,977	(2.5)	14,083	(6.0)
Wor-Wic Tech	203	236	16.3	186	(21.2)	438	660	50.7	670	1.5	641	896	39.8	856	(4.5)
TOTAL	30,488	29,953	(1.8%)	27,017	(9.8%)	71,443	74,608	4.4%	72,567	(2.7%)	101,931	104,561	2.6%	99,584	(4.8%)

Incr. = Increase
(Decr.) = Decrease

SOURCE: Enrollment Information System

CREDIT ENROLLMENT BY RACE
MARYLAND COMMUNITY COLLEGES
FALL 1984

College	Black		American Indian		Asian		Hispanic		White		Foreign		All Other/ Race Unknown		TOTAL	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany	33	6	-	-	-	1	-	-	1,310	776	-	-	4	4	1,347	787
Anne Arundel	148	448	8	27	43	92	16	75	1,943	6,024	14	24	4	28	2,176	6,718
Baltimore	2,582	3,281	-	-	28	32	14	20	421	1,118	1	-	9	10	3,055	4,461
Catonsville	503	1,140	2	21	51	113	23	43	1,738	6,949	16	5	94	511	2,427	8,782
Cecil	23	26	2	9	1	6	-	3	301	1,120	-	3	-	-	327	1,167
Charles	61	402	1	14	11	43	9	24	613	3,164	-	7	9	105	704	3,759
Chesapeake	72	110	-	2	2	9	7	5	344	1,453	-	1	-	-	425	1,580
Dundalk	69	195	3	8	2	12	6	8	403	2,497	-	-	-	-	483	2,720
Essex	239	297	15	48	54	79	23	44	2,241	6,576	-	-	51	194	2,623	7,238
Frederick	44	86	1	9	5	12	8	20	796	2,207	3	8	-	1	857	2,343
Garrett	18	-	-	-	-	1	1	-	206	343	-	-	-	-	225	344
Hagerstown	51	81	-	2	5	4	7	9	806	1,520	-	-	4	8	873	1,624
Harford	99	213	1	8	14	38	7	25	900	2,971	-	-	1	8	1,022	3,263
Howard	81	322	4	2	27	62	9	25	575	2,104	6	7	21	184	723	2,706
Montgomery:																
Rockville	220	514	8	18	297	484	185	262	2,293	6,142	273	126	780	1,080	4,056	8,626
Takoma Park	310	807	1	9	146	223	56	167	289	1,731	163	73	192	483	1,157	3,493
Germantown	18	67	3	5	10	54	11	22	360	1,745	6	5	107	141	515	2,039
Prince George's	1,279	4,038	8	38	185	319	72	156	2,181	5,615	111	81	-	-	3,836	10,247
Wor-Wic Tech	48	144	-	1	1	-	2	3	134	521	-	-	1	1	186	670
TOTAL	5,898	12,177	57	221	882	1,584	456	911	17,854	54,576	593	340	1,277	2,758	27,017	72,567

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

Table 4-B

COMPARISON OF BLACK STUDENT CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1982, 1983, AND 1984

College	1982 FT	1982 PT	1982 Total	% of Total Enrollment	1983 FT	1983 PT	1983 Total	% of Total Enrollment	1984 FT	1984 PT	1984 Total	% of Total Enrollment	Change in Percent 1982-1984
Allegany	22	5	27	1.2	28	10	38	1.6	33	6	39	1.8	+ .6
Anne Arundel	140	381	521	5.9	155	478	633	7.0	148	448	596	6.7	+ .8
Baltimore	2,865	3,733	6,598	73.9	3,187	3,895	7,082	77.1	2,582	3,281	5,863	78.0	+ 4.1
Catonsville	525	1,087	1,612	14.0	536	1,129	1,665	14.2	503	1,140	1,643	14.7	+ .7
Cecil	31	27	58	4.0	13	33	46	3.0	23	26	49	3.3	- .7
Charles	91	267	358	8.8	93	273	366	8.8	61	402	463	10.4	+ 1.6
Chesapeake	87	86	173	8.9	81	103	184	9.4	72	110	182	9.1	+ .2
Dundalk	77	121	198	7.3	81	187	268	8.2	69	195	264	8.2	+ .9
Essex	287	250	537	5.4	270	317	587	5.8	239	297	536	5.4	-
Frederick	49	63	112	3.7	50	85	135	4.1	44	86	130	4.1	+ .4
Garrett	10	-	10	1.8	14	-	14	2.2	18	-	18	3.2	+ 1.4
Hagerstown	63	61	124	5.0	71	76	147	5.6	51	81	132	5.3	+ .3
Harford	113	213	326	6.9	101	249	350	7.3	99	213	312	7.3	+ .4
Howard	92	321	413	11.3	96	288	384	10.6	81	322	403	11.8	+ .5
Montgomery	478	1,073	1,551	7.8	514	1,300	1,814	8.9	548	1,388	1,936	9.7	+ 1.9
Prince George's	1,374	4,031	5,405	35.2	1,287	4,187	5,474	36.6	1,279	4,038	5,317	37.8	+ 2.6
Wor-Wic Tech	54	82	136	21.2	71	145	216	24.1	48	144	192	22.4	+ 1.2
TOTAL	6,358	11,801	18,159	17.8%	6,648	12,755	19,403	18.6%	5,898	12,177	18,075	18.2%	+ .4

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

Table 5-B

COMPARISON OF IN-COUNTY/CITY, OUT-OF-COUNTY/CITY, OUT-OF-STATE CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1984

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Allegany	1,065	676	1,741	61	21	82	221	90	311	1,347	787	2,134
Anne Arundel	2,153	6,638	8,791	22	78	100	1	2	3	2,176	6,718	8,894
Baltimore	2,824	3,930	6,754	167	491	658	64	40	104	3,055	4,461	7,516
Catonsville	1,553	5,780	7,333	850	2,980	3,830[a]	24	22	46	2,427	8,782	11,209
Cecil	306	1,092	1,398	4	15	19[b]	17	60	77	327	1,167	1,494
Charles	519	2,094	2,613	183	1,658	1,841[b]	2	7	9	704	3,759	4,463
Chesapeake	408	1,572	1,980	16	6	22	1	2	3	425	1,580	2,005
Dundalk	396	2,276	2,672	82	441	523	5	3	8	483	2,720	3,203
Essex	2,141	6,188	8,329	450	1,026	1,476	32	24	56	2,623	7,238	9,861
Frederick	791	2,251	3,042	53	81	134	13	11	24	857	2,343	3,200
Garrett	158	313	471	25	1	26	42	30	72	225	344	569
Hagerstown	721	1,443	2,164	27	22	49	125	159	284	873	1,624	2,497
Harford	932	3,168	4,100	60	72	132	30	23	53	1,022	3,263	4,285
Howard	667	2,538	3,205	49	161	210	7	7	14	723	2,706	3,429
Montgomery:												
Rockville	3,643	8,098	11,741	71	205	276	342	323	665	4,056	8,626	12,682
Takoma Park	808	2,972	3,780	110	240	350	239	281	520	1,157	3,493	4,650
Germantown	492	1,926	2,418	16	92	108	7	21	28	515	2,039	2,554
Prince George's	3,570	9,753	13,323	157	365	522	109	129	238	3,836	10,247	14,083
Wor-Wic Tech	155	553	708	30	105	135	1	12	13	186	670	856
TOTAL	23,302	63,261	86,563	2,433	8,060	10,493	1,282	1,246	2,528	27,017	72,567	99,584
Percent of Total Enrollment			87%			11%			2%			100%

FT = Full-time
PT = Part-time

[a] Includes 258 full-time and 1,399 part-time students from Carroll County.
[b] Includes 29 full-time and 409 part-time students from Calvert County.
Includes 143 full-time and 1,193 part-time students from St. Mary's County.

SOURCE: Enrollment Information System

Table 6-B

CREDIT ENROLLMENT HISTORY AND PROJECTIONS
FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1975 - FALL 1984
FALL 1989 AND FALL 1994

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1975	28,177	48,063	76,240	44,196	31,529
1976	28,924	51,031	79,955	45,934	34,510
1977	29,278	55,609	84,887	47,748	34,971
1978	27,748	58,328	86,076	47,053	32,651
1979	28,106	60,246	88,352	48,189	32,543
1980	28,978	64,049	93,027	50,326	34,389
1981	29,885	66,673	96,558	51,380	34,852
1982	30,488	71,443	101,931	54,304	37,091
1983	29,953	74,608	104,561	54,823	37,002
1984	27,017	72,567	99,584	51,206	33,689
1989	26,502	77,994	104,496	52,500	35,544
1994	26,012	77,064	103,076	51,700	35,004

FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FOR PLANNING PERIOD JULY 1985 - JULY 1986

College	Fall 1982 FTE	Fall 1983 FTE	Fall 1984 FT	Fall 1984 PT	Fall 1984 FTE	FTE % Increase (Decrease) 1982-1983	FTE % Increase (Decrease) 1983-1984	Fall 1982 FTDE	Fall 1983 FTDE	Fall 1984 FTDE	FTDE % Increase (Decrease) 1982-1983	FTDE % Increase (Decrease) 1983-1984	Projected % Day Contact Hours 1993-1994	FY 1990 Projected FTE	FY 1990 Projected FTDE	FY 1995 Projected FTE	FY 1995 Projected FTDE
Allegany	1,600	1,718	1,347	787	1,609	7.4	(6.3)	960	1,049	1,005	9.3	(4.2)	63	1,628	1,026	1,603	1,010
Anne Arundel	4,563	4,598	2,176	6,718	4,415	.8	(3.4)	3,103	3,100	2,898	(.1)	(6.5)	67	4,410	2,955	4,343	2,910
Baltimore	5,507	5,623	3,055	4,461	4,542	2.1	(19.2)	4,075	3,815	2,949	(6.4)	(22.7)	66	4,672	3,084	4,601	3,037
Catonsville	5,577	5,554	2,427	8,782	5,354	(.4)	(3.6)	3,068	2,968	2,762	(3.2)	(6.9)	55	5,512	3,032	5,428	2,986
Carroll	524	580	172	1,260	592	10.7	2.1	267	314	322	17.6	2.5	59	772	456	760	448
Cecil	680	724	327	1,167	716	6.5	(1.1)	360	358	353	(.6)	(1.4)	52	788	410	776	404
Charles	1,958	1,944	704	3,759	1,957	(.7)	.7	803	873	929	8.7	6.4	50	1,890	945	1,861	931
Chesapeake	992	976	425	1,580	952	(1.6)	(2.5)	675	627	537	(7.1)	(14.4)	60	945	567	931	559
Dundalk	1,226	1,525	483	2,720	1,390	24.4	(8.9)	601	765	609	27.3	(20.4)	47	1,418	667	1,396	657
Essex	5,211	5,212	2,623	7,238	5,036	-	(3.4)	3,648	3,648	3,450	-	(5.4)	70	5,040	3,528	4,963	3,475
Frederick	1,654	1,740	857	2,343	1,638	5.2	(5.9)	1,307	1,350	1,089	3.3	(19.3)	72	1,785	1,286	1,758	1,266
Garrett	364	387	225	344	340	6.3	(12.1)	233	248	227	6.4	(8.5)	67	367	246	361	242
Hagerstown	1,449	1,497	873	1,624	1,414	3.3	(5.5)	725	971	862	33.9	(11.2)	63	1,418	894	1,396	880
Harford	2,451	2,405	1,022	3,263	2,110	(1.9)	(12.3)	1,691	1,688	1,529	(.2)	(9.4)	73	2,259	1,649	2,223	1,623
Howard	1,738	1,732	723	2,706	1,625	(.3)	(6.2)	1,165	1,142	1,060	(1.7)	(7.2)	70	1,942	1,360	1,913	1,340
Montgomery	10,813	10,898	5,728	14,158	10,447	.8	(4.1)	8,542	8,472	7,975	(.8)	(5.9)	78	10,500	8,190	10,340	8,066
Prince George's	8,172	7,834	3,836	10,247	7,252	(4.1)	(7.4)	5,884	5,604	5,167	(4.8)	(7.8)	72	7,560	5,444	7,445	5,361
Wor-Wic Tech	349	456	186	670	409	30.7	(10.3)	251	324	288	29.1	(11.1)	71	367	261	362	257
TOTAL	54,304	54,823	27,017	72,567	51,206	1.0%	(6.6%)	37,091	37,002	33,689	(.2%)	(8.9%)		52,500	35,544	51,700	35,004

FT = Full-time
PT = Part-time
FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

NOTE: Catonsville includes data for Carroll.

SOURCE: SBCC

COMPARISON OF COMMUNITY COLLEGE CREDIT ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES
FALL 1984

College	Political Subdivision	Population Projections for July 1984	Total In-County/City Enrollment Fall 1984	Percent of Population Enrolled Fall 1984
Allegany	Allegany County	79,376	1,741	2.19%
Anne Arundel	Anne Arundel County	396,626	8,791	2.22
Baltimore	Baltimore City	753,973	6,754	.90
Catonsville, Dundalk, Essex	Baltimore County	665,504	18,334	2.75
Catonsville	Carroll County	104,642	1,657	1.58
Cecil	Cecil County	62,783	1,398	2.23
Charles	Charles County	79,996	2,613	3.27
Charles	Calvert County	38,824	438	1.13
Charles	St. Mary's County	64,093	1,336	2.08
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	125,359	1,980	1.58
Frederick	Frederick County	125,254	3,042	2.43
Garrett	Garrett County	27,976	5,471	1.68
Hagerstown	Washington County	115,205	2,164	1.88
Harford	Harford County	153,683	4,100	2.67
Howard	Howard County	135,882	3,205	2.36
Montgomery	Montgomery County	593,299	17,939	3.02
Prince George's	Prince George's County	672,509	13,323	1.98
Wor-Wic Tech	Worcester and Wicomico Counties	99,445	708	.71
TOTAL		4,294,429	89,994	2.10%

NOTE: Somerset is the only county not served by a community college (19,319 citizens).

SOURCE OF DATA FOR POPULATION PROJECTIONS: Maryland Department of State Planning, September 1984.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: Enrollment Information System

Table 9-8

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	56	398	75	323	87	33	144	25	14	20
Anne Arundel	161	625	323	302	97	72	91	27	-	15
Baltimore	83	672	253	419	101	34	155	30	12	87
Catonsville	338	746	343	403	74	99	126	65	-	39
Cecil	23	78	20	58	17	9	22	10	-	-
Charles	110	228	112	116	25	57	33	1	-	-
Chesapeake	18	121	78	43	25	7	3	3	-	5
Dundalk	87	159	82	77	17	7	4	5	-	44
Essex	66	688	371	317	52	62	172	4	-	27
Frederick	44	230	135	95	30	18	39	4	-	4
Garrett	3	49	26	23	3	-	5	6	9	-
Hagerstown	10	280	103	177	62	32	43	21	-	19
Harford	171	383	175	208	54	35	87	13	7	12
Howard	42	240	78	162	44	22	81	15	-	-
Montgomery:										
Rockville	126	669	248	421	169	115	1	61	-	75
Takoma Park	52	254	65	189	9	28	152	-	-	-
Germantown	1	65	33	32	17	12	1	2	-	-
Prince George's	116	912	259	653	247	121	160	45	-	80
Wor-Wic Tech	25	59	-	59	17	-	40	1	-	1
TOTAL	1,532	6,636	2,779	4,077	1,147	763	1,359	338	42	428
Percent of Total AA Degrees		100%	41%	59%	17%	11%	20%	5%	0%	6%

AA = Associate in Arts

SOURCE: Degree Information System

Table 10-8

COMPARISON OF DEGREES AWARDED AND CERTIFICATES CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1980 - 1984

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1980	1981	1982	1983	1984	1980	1981	1982	1983	1984	1980	1981	1982	1983	1984
Allegany	76	57	67	56	75	241	193	261	270	323	47	14	28	32	56
Anne Arundel	293	251	299	290	323	240	260	276	264	302	33	54	94	145	161
Baltimore	371	355	238	237	253	451	462	415	412	419	70	136	75	106	83
Catonsville	310	333	368	325	343	318	334	396	374	403	224	204	315	311	338
Cecil	38	27	36	33	20	30	32	27	60	58	5	4	5	11	23
Charles	76	83	92	99	112	93	106	90	110	116	53	36	69	119	110
Chesapeake	46	58	68	68	78	57	39	44	32	43	22	35	16	39	18
Dundalk	85	82	82	92	82	70	66	69	44	77	53	62	47	70	87
Essex	375	309	327	366	371	345	346	343	393	317	37	67	50	61	66
Frederick	69	84	110	113	135	40	60	72	77	95	34	34	46	52	44
Garrett	23	54	46	37	26	41	37	38	23	23	4	7	2	4	3
Hagerstown	128	136	133	131	103	115	137	151	140	177	16	7	7	14	10
Harford	187	171	170	150	175	189	212	210	201	208	63	105	132	139	171
Howard	79	77	81	84	78	135	112	137	123	162	39	42	35	39	42
Montgomery:															
Rockville	309	284	273	262	248	321	323	373	402	421	75	[illegible]	109	137	126
Takoma Park	61	57	62	67	65	211	171	189	192	189	11	[illegible]	40	38	52
Germantown	36	21	30	41	33	9	18	16	20	32	4	5	1	-	1
Prince George's	349	308	334	310	259	684	649	668	674	653	34	36	47	93	116
Wor-Wic Tech	-	-	-	4	-	42	41	60	73	59	32	26	36	28	25
TOTAL	2,911	2,747	2,816	2,765	2,779	3,632	3,598	3,837	3,884	4,077	856	1,026	1,154	1,438	1,532

AA = Associate in Arts

SOURCE: Degree Information System

Table 11-B

PERCENT OF ADJUSTED CURRENT UNRESTRICTED EXPENDITURES BY FUNCTION
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Adjusted Current Operating Expenditures	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 5,581,929	58%	5%	5%	12%	15%	4%	-%
Anne Arundel	14,812,348	57	10	7	12	9	6	10
Baltimore	15,767,999	51	2	9	13	21	1	2
Catonsville	19,485,158	50	5	10	13	5	16	1
Cecil	3,464,323	46	5	7	11	9	15	7
Charles	6,846,644	47	9	7	17	10	5	6
Chesapeake	3,277,676	48	8	12	17	12	4	7
Dundalk	7,444,819	44	7	11	15	7	17	-
Essex	16,319,312	51	5	9	15	5	13	1
Frederick	4,748,147	53	6	10	15	16	-	-
Garrett	1,868,142	45	4	11	16	14	10	-
Hagerstown	4,622,121	51	5	6	8	14	16	-
Harford	8,473,163	50	6	7	13	11	13	-
Howard	6,651,857	46	6	12	14	18	4	1
Montgomery	38,710,364	52	7	8	20	11	3	-
Prince George's	23,163,795	60	4	9	12	13	2	-
Wor-Wic Tech	1,960,592	57	-	8	17	11	7	-
TOTAL	$183,198,389							
Systemwide average	100%	52%	6%	9%	15%	11%	7%	2%

NOTE: This table does not include the employer share of Social Security or retirement paid by the State.

SOURCE: SBCC-CC-4

Table 12-B

NET COST PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1981 - 1986

College	Actual FY 1981	Actual FY 1982	Actual FY 1983	Actual FY 1984	Budgeted FY 1985	Estimated FY 1986
Allegany	$2,157	$2,313	$2,540	$2,578	$2,545	$2,662
Anne Arundel	2,252	2,422	2,632	2,554	2,768	2,902
Baltimore	2,020	2,130	1,982	2,355	2,019	2,345
Catonsville	2,324	2,361	2,526	2,639	2,684	2,818
Cecil	2,844	3,205	3,473	3,531	3,629	3,775
Charles	2,124	2,084	2,641	3,359	3,184	3,488
Chesapeake	2,678	2,580	2,742	2,873	3,173	2,818
Dundalk	2,761	2,726	2,842	2,674	2,642	2,770
Essex	2,363	2,394	2,556	2,473	2,717	2,799
Frederick	2,312	2,299	2,398	2,575	2,665	2,812
Garrett	2,937	3,193	2,995	3,040	3,570	3,450
Hagerstown	2,136	2,271	2,306	2,418	2,538	2,600
Harford	2,305	2,430	2,534	2,604	2,749	2,837
Howard	2,309	2,658	2,681	2,803	3,033	3,103
Montgomery	2,815	2,959	2,979	3,143	3,373	3,689
Prince George's	2,087	2,147	2,303	2,458	2,750	2,951
Wor-Wic Tech	2,264	2,450	2,548	2,728	2,978	3,200
Systemwide Weighted average	$2,353	$2,452	$2,562	$2,692	$2,809	$2,982

SOURCE: SBCC-CC-4 and SBCC-CC-5

Table 13-B

PHYSICAL PLANT ASSETS
MARYLAND COMMUNITY COLLEGES
AT END OF FISCAL YEARS 1975 - 1984

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 7,814,859	$ 3,234,663	$ 11,249,522
Anne Arundel	3,372,733	18,404,876	3,523,907	25,301,516
Baltimore	4,912,317	18,951,439	1,615,244	25,479,000
Catonsville	1,715,592	17,787,905	4,170,073	23,673,570
Cecil	20,176	4,024,169	1,610,446	5,654,791
Charles	98,794	8,447,668	1,563,742	10,110,204
Chesapeake	420,882	6,276,608	2,496,918	9,194,408
Dundalk	313,537	9,759,742	3,176,187	13,249,466
Essex	1,620,741	24,193,768	4,129,404	29,943,913
Frederick	1,110,581	4,856,159	1,219,592	7,186,332
Garrett	84,440	3,291,739	1,967,386	5,343,565
Hagerstown	894,817	6,770,022	2,983,020	10,647,859
Harford	210,000	17,028,042	5,565,107	22,803,149
Howard	558,044	11,511,754	2,983,738	15,053,536
Montgomery	7,258,077	48,149,369	12,245,638	67,653,084
Prince George's	2,492,440	23,278,237	4,357,002	30,127,679
Wor-Wic Tech	-	-	709,597	709,597
TOTAL 1984	$ 25,283,171	$230,546,356	$ 57,551,664	$313,381,191
TOTAL 1983	$ 25,181,666	$226,443,503	$ 54,066,929	$305,692,098
TOTAL 1982	$ 23,650,052	$218,392,513	$ 51,674,447	$293,717,012
TOTAL 1981	$ 23,620,773	$209,990,642	$ 49,177,643	$282,789,058
TOTAL 1980	$ 23,132,816	$206,190,536	$ 46,923,222	$276,246,574
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1965 - 1984

Year of Authorization	Local Community Colleges	Regional Community Colleges	TOTAL
1984	$ 3,000,000	$ -	$ 3,000,000
1983	-	-	-
1982	2,000,000	-	2,000,000
1981	-	-	-
1980	-	-	-
1979	2,000,000	-	2,000,000
1978	-	-	-
1977	-	-	-
1976	-	-	-
1975	10,000,000	-	10,000,000
1974	8,000,000	-	8,000,000
1973	-	-	-
1972	10,000,000	-	10,000,000
1971	15,000,000	-	15,000,000
1970	5,000,000	-	5,000,000
1969	10,000,000	3,000,000	13,000,000
1968	10,000,000	-	10,000,000
1967	10,000,000	-	10,000,000
1966	-	-	-
1965	-	5,000,000	5,000,000
1964	15,000,000	-	15,000,000
1963	-	-	-
1962	5,000,000	-	5,000,000
1961	5,000,000	-	5,000,000
TOTAL	$110,000,000	$ 8,000,000	$118,000,000

SOURCE: SBCC

TUITION PER FIFTEEN-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1985

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 31.00	$ 381.00[a][f]	$ 51.00	$ 601.00[a][f]	$ 91.00	$1,041.00[a][f]
Anne Arundel	Anne Arundel County	28.00	[f]	56.00	[f]	112.00	[f]
Baltimore	Baltimore City	25.00		50.00		75.00	
Catonsville } Dundalk }	Baltimore County	{ 26.00 - 1 thru 11		{ 48.00 - 1 thru 11		{ 97.00 - 1 thru 11	
Essex } Cecil	Cecil County	{ 19.00 - over 11[b] 21.00	[c]	{ 31.00 - over 11[b] 42.00	[c]	{ 57.00 - over 11[b] 84.00	[c]
Charles	Charles, St. Mary's and Calvert Counties	28.00	[c]	56.00	[c]	84.00	[c]
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	23.00[h]	240.00	46.00[h]	480.00	82.00[h]	1,420.00
Frederick	Frederick County	25.00[f]		50.00[f]		100.00[h]	[c]
Garrett	Garrett County	24.00[d]		42.00		98.00	
Hagerstown	Washington County	23.00[d]	368.00[d][c]	47.00	752.00[d][c]	72.00	1,152.00[d][c]
Harford	Harford County	24.00		55.00		95.00	[c]
Howard	Howard County	30.00	420.00[g]	60.00	840.00[g]	120.00	
Montgomery	Montgomery County	33.00	495.00[e][c]	63.00	945.00[e][c]	86.00	1,290.00[e][c]
Prince George's	Prince George's County	30.00	[c]	71.00	[c]	123.00	[c]
Wor-Wic Tech	Worcester and Wicomico Counties	22.00		51.00		102.00	

Excluded above are numerous fees the community colleges charge in addition to tuition.

a Rate for 15 or more credit hours.
b Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
c A flat per credit hour rate prevails.
d Rate for 1 through 16 credit hours; no charge for credit hours beyond 16.
e Maximum rate.
f Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.
g Rate for 14 or more credit hours.
h Rate for 1 through 15 credit hours; 50 percent of this rate for all credits beyond 15.

SOURCE: SBCC

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY CATEGORY
MARYLAND COMMUNITY COLLEGES
1975 - 1984

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	24,272	57,324	22,038	14,471	27,123	21,738	4,637	-	-	171,60
Anne Arundel	36,311	56,806	51,216	9,601	34,420	23,649	11,116	231	-	223,35
Baltimore:										
Liberty	35,458	40,885	45,986	15,330	29,188	22,231	21,968	974	-	212,02
Harbor	25,865	27,904	26,450	13,758	3,123	9,357	6,765	528	-	113,75
Catonsville	68,195	28,784	56,620	28,615	60,995	29,325	8,622	434	-	281,59
Cecil	12,011	6,447	5,583	3,380	16,838	1,584	6,630	-	-	52,53
Charles	16,699	22,469	24,313	17,398	27,145	18,217	6,384	-	-	132,62
Chesapeake	14,627	27,819	14,262	6,871	25,318	8,327	3,781	-	-	101,00
Dundalk	12,049	38,727	24,080	12,451	35,754	18,242	4,319	446	-	146,06
Essex	43,483	58,473	66,824	22,081	63,720	40,464	13,129	440	-	308,61
Frederick	11,132	23,999	13,276	7,730	19,563	5,050	3,143	-	-	83,89
Garrett	10,508	16,760	9,237	5,042	10,548	6,633	4,235	-	-	63,01
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,00
Harford	26,599	40,346	28,148	17,733	39,619	21,435	9,790	-	-	183,67
Howard	18,118	17,414	25,624	11,007	32,113	15,821	2,140	-	-	122,23
Montgomery:										
Rockville	65,181	102,475	77,188	44,513	59,600	48,759	15,142	135	-	412,99
Takoma Park	17,135	44,509	29,532	23,904	31,745	13,268	4,190	86	-	:64,36
Germantown	15,385	24,389	19,968	17,123	29,768	8,654	6,657	249	-	122,19
Prince George's	61,053	62,179	58,610	11,229	24,044	60,378	23,390	1,119	-	302,00
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	
TOTAL 1984	532,053	724,240	618,627	296,194	588,450	390,393	159,720	4,856	-	3,314,53
TOTAL 1983	530,297	696,575	608,105	296,652	588,450	394,371	157,508	4,856	-	3,276,81
TOTAL 1982	545,414	680,232	592,920	301,979	580,722	385,594	148,549	5,771	-	3,241,18
TOTAL 1981	522,580	648,694	577,060	310,511	585,996	389,104	130,692	5,771	-	3,170,40
TOTAL 1980	522,602	650,440	573,264	310,511	581,866	392,702	129,794	5,296	3,624	3,170,09
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3,205,75
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,32
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,68
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,25
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,09

NASF = Net assignable square feet

SOURCE: CCL2-Table I

EMPLOYEES BY COLLEGE AND FUNCTION
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1984

College	Administrative				Credit Instructional [1]				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	FT	PT	FT	PT	FT	FT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany	-	-	13	-	-	-	77	82	-	-	15	-	1	-	52	31	1	-	157	119	158	119
Anne Arundel	2	-	32	1	12	21	175	275	4	1	21	11	48	5	153	33	66	27	381	320	447	347
Baltimore	17	-	11	2	46	131	98	170	14	22	20	15	101	20	41	17	178	173	170	204	348	377
Catonsville	4	-	39	1	13	17	220	177	3	-	15	2	31	1	205	28	51	18	479	208	530	226
Cecil	1	-	10	-	3	-	31	38	-	-	10	3	2	-	31	17	6	-	82	58	88	58
Charles	1	-	5	-	4	4	43	143	8	1	26	5	21	3	62	11	34	8	136	159	170	167
Chesapeake	1	-	16	-	3	1	36	58	-	13	20	9	9	8	45	35	13	22	117	102	130	124
Dundalk	3	-	23	-	7	6	49	110	3	-	8	1	14	-	57	19	27	6	137	130	164	136
Essex	1	-	29	-	7	12	171	294	2	-	30	3	10	-	219	16	20	12	449	313	459	325
Frederick	1	1	23	-	2	1	37	176	-	-	2	-	5	-	47	12	8	2	109	188	117	190
Garrett	-	-	7	-	-	-	19	28	-	-	-	1	-	-	31	8	-	-	57	37	57	37
Hagerstown	-	-	18	1	2	-	49	89	-	-	6	-	1	-	57	17	3	-	130	107	113	107
Harford	1	-	28	-	2	9	82	109	-	-	-	-	10	4	92	15	13	13	202	124	215	125
Howard	4	1	17	1	5	5	38	120	6	-	19	8	25	2	64	13	40	8	138	142	178	150
Montgomery	7	-	38	-	21	48	310	445	21	3	92	14	112	6	329	30	161	57	769	489	930	546
Prince George's	7	1	32	13	23	54	210	310	3	2	14	5	87	86	181	236	120	143	437	564	557	707
Wor-Wic Tech	-	-	5	-	1	1	18	54	-	-	9	-	2	1	15	6	3	2	47	60	50	62
TOTAL	50	3	346	19	151	310	1,663	2,684	64	42	307	77	479	136	1,681	544	744	494	3,997	3,324	4,741	3,815

[1] Faculty teaching noncredit courses are not included.

FT = Full-time
PT = Part-time

SOURCE: Employee Data System

Table 18-B

FULL-TIME EQUIVALENT ENROLLMENT FOR STATE AID
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1981 - 1986

College	FTE FY 1981	FTE FY 1982	FTE FY 1983	FTE FY 1984	SBCC Approved 01-85 FTE FY 1985	College Request 12-84 FTE FY 1985	SBCC Approved 01-85 FTE FY 1986
Allegany	1,643	1,699	1,834	1,997	1,895	1,895	1,891
Anne Arundel	4,773	5,147	5,482	5,775	5,798	5,798	5,800
Baltimore City	6,150	6,100	6,398	6,596	6,800	6,800	6,800
Baltimore County:							
Catonsville	6,526	7,166	7,547	7,356	7,537	7,537	7,792
Dundalk	1,865	2,056	2,244	2,784	3,100	3,100	3,104
Essex	5,235	5,665	5,927	6,544	6,596	6,596	6,696
Cecil	701	779	858	937	933	933	950
Charles	2,666	2,686	2,201	2,000	2,200	2,200	2,239
Chesapeake	964	1,080	1,099	1,140	1,190	1,190	1,198
Frederick	1,276	1,588	1,874	1,831	1,900	1,900	1,900
Garrett	569	538	561	541	601	601	620
Hagerstown	1,561	1,693	1,718	1,714	1,800	1,800	1,800
Harford	2,771	2,894	3,122	3,192	2,985	2,985	2,985
Howard	1,906	2,043	2,332	2,368	2,500	2,500	2,500
Montgomery	9,459	10,197	10,946	11,343	11,200	11,200	11,050
Prince George's	8,281	8,865	9,304	9,058	9,200	9,200	9,200
Wor-Wic Tech	486	539	607	706	700	700	706
TOTAL	56,832	60,735	64,054	65,882	66,935	66,935	67,231

FTE = Full-time equivalent

SOURCE: SBCC

STATE FUNDED CONTINUING EDUCATION COURSES AND FULL-TIME EQUIVALENT STUDENTS MARYLAND COMMUNITY COLLEGES FISCAL YEARS 1982 - 1984

Classification	No. of Courses			No. of FTE		
	FY 1982	FY 1983	FY 1984	FY 1982	FY 1983	FY 1984
Agriculture and Renewable Natural Resources	138	169	177	53	104	110
Architecture and Environmental Design	57	66	54	5	4	6
Arts, Visual and Performing	141	161	187	1,217	1,492	1,834
Business	1,644	2,027	2,284	1,358	1,465	1,764
Communication	179	227	253	82	94	132
Computer Science Data Processing	139	279	523	142	328	540
Education	1,144	1,352	1,421	1,694	1,808	2,161
Engineering and Engineering Technology	205	244	334	423	437	650
Health Care and Health Sciences	1,111	1,281	1,382	692	948	1,024
Home Economics	308	339	346	480	558	596
Industrial Arts	857	884	981	996	1,070	1,409
Languages, Linguistics and Literature	187	220	243	211	230	219
Law	110	124	119	48	52	50
Libraries and Museums	1	-	1	-	-	-
Life Sciences and Physical Sciences	49	48	42	39	28	28
Mathematical Sciences	32	34	43	25	18	27
Military Sciences	3	2	7	-	-	9
Philosophy, Religion, and Theology	13	15	14	28	27	28
Physical Education, Health Education and Leisure	91	119	126	730	940	1,208
Psychology	50	60	72	49	48	71
Public Administration and Social Services	112	120	131	124	143	148
Social Sciences and Social Studies	137	152	161	271	326	374
TOTAL	6,708	7,923	8,901	8,667	10,120	12,388

FTE = Full-time equivalent

NOTE: Includes only courses and students eligible for State aid.

SOURCE: SBCC

CONTRIBUTIONS MADE TO OR ON BEHALF OF MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	State				Local		Student Tuition and Fees		Other		TOTAL
	Direct State Aid to Community Colleges	Contribution* to Employee Benefits	Total Amount of Contribution	Percent of Total	Amount of Contribution	Percent of Total	Amount of Contribution	Percent of Total	Amount of Contribution	Percent of Total	Total Contribution to Community Colleges
Allegany	$ 1,964,023	$ 654,507	$ 2,618,530	42%	$ 1,346,565	22%	$ 2,007,946	32%	$ 242,775	4%	$ 6,215,816
Anne Arundel	5,350,201	1,738,136	7,088,337	39	5,278,401	29	5,746,227	32	-	-	18,112,965
Baltimore	6,078,988	1,671,822	7,750,810	45	4,175,694	24	5,248,072	30	202,503	1	17,377,079
Catonsville	6,655,118	2,278,222	8,933,340	40	7,699,122	35	5,106,367	23	325,442	2	22,064,271
Cecil	1,525,308	237,352	1,762,660	47	1,235,448	33	699,562	19	42,161	1	3,739,831
Charles	1,994,522	541,774	2,536,296	35	1,804,773	25	2,080,888	29	846,015	11	7,267,972
Chesapeake	1,802,650	315,529	2,118,179	54	1,060,214	27	471,773	12	307,694	7	3,957,860
Dundalk	2,545,549	603,232	3,148,781	39	3,716,161	47	1,064,218	13	54,853	1	7,984,013
Essex	5,895,870	2,149,622	8,045,492	43	6,537,783	35	4,020,952	21	191,498	1	18,795,725
Frederick	1,840,765	413,420	2,254,185	43	1,511,658	29	1,407,828	27	81,801	1	5,255,472
Garrett	935,183	163,717	1,098,900	53	648,955	31	293,123	14	44,318	2	2,085,296
Hagerstown	1,745,029	576,164	2,321,193	43	1,412,184	27	1,568,822	29	48,373	1	5,350,572
Harford	3,051,585	978,286	4,029,871	43	2,979,000	31	2,271,949	24	182,540	2	9,463,360
Howard	2,315,455	537,364	2,852,819	39	2,277,120	31	2,007,354	28	133,177	2	7,270,470
Montgomery	10,433,758	4,313,267	14,747,025	35	13,300,000	31	13,825,962	32	870,784	2	42,743,771
Prince George's	8,304,092	2,741,418	11,045,510	43	5,127,337	20	8,939,394	35	611,164	2	25,723,405
Wor-Wic Tech	1,059,314	146,235	1,205,549	55	412,637	19	480,879	22	75,845	3	2,174,910
TOTAL	$ 63,497,410	$ 20,060,067	$ 83,557,477	41%	$ 60,523,052	29%	$ 57,241,316	28%	$ 4,260,943	2%	$205,582,788

* The State contributes the employers' share of certain fringe benefits costs: Social Security and Retirement.

SOURCES:

Contribution to employee benefits per:

Social Security	$ 5,414,017	Actual per Maryland State Department of Personnel
TIAA/CREF	929,128	Actual per Maryland State Board for Community Colleges
Teacher Retirement	13,716,922	Estimate per Maryland Community Colleges (unavailable from Maryland State Retirement and Pension Systems)
Total	$20,060,067	

State Aid, Local, Tuition and Fees, Other per CC-4, Exhibit I.

Appendix C

MANAGEMENT INFORMATION SYSTEMS

The Maryland State Board for Community Colleges is committed to developing and using management systems that provide efficient and effective procedures for determining information needs, gathering information, and utilizing the information in operational and policy decisions.

The development and adaptation of computer technology has had many positive effects. A large number of forms and reports, previously requiring completion by community college staff, has been replaced by data tape transmission of information. Data definitions have been standardized, and the capability to analyze statewide information has been enhanced.

Equally important, the development of systems by the State Board has made quantitative information readily available in a form that can be used to establish alternative directions for community colleges to pursue. By having the information in a manageable form, accountability can be maintained for the quality of community college operations.

In FY 1984, the State Board for Community Colleges installed an HP3000 minicomputer to facilitate the maintenance of these information systems and to develop new systems for utilizing available data. During FY 1985 the data and programs in these information systems were converted to the HP3000 from the previous time-sharing arrangement on the University of Maryland's UNIVAC1180. Telecommunication procedures have been established that allow each college to dial-in to the State Board computer and access the data and programs in these systems. This new hardware has thus expanded the number of users and provided additional analyses capabilities for the State Board staff.

The systems in place can be divided, according to primary function, into three major categories:

- Systems for routine data collection
- Systems for evaluation of activities
- Systems for State approval or compliance review

The categories of systems are interrelated in that data collected routinely are merged for use in management decision making and evaluation. For example, student enrollments, discipline costs, and follow-up data are included as part of the Program Data Monitoring System, which in turn forms a part of the Program Evaluation System.

The systems in the Management Information System are identified below.

BUDGET INFORMATION SYSTEM

This system provides budgets for the most recently completed fiscal year and the estimated revenue and expenditures for the current year. This information is displayed so that comparisons can be made with previous years at the same institution and with other community colleges of similar size. Analyses of various relationships can be facilitated.

COLLEGE EVALUATION SYSTEM

This system integrates the elements from the other evaluation systems to provide an overall institutional perspective.

CONTINUING EDUCATION COURSE REVIEW SYSTEM

This system is used to determine eligibility of continuing education courses for State funding. The system is based on policies and procedures contained in the Continuing Education Manual.

CONTINUING EDUCATION STUDENT INFORMATION SYSTEM

This system provides for data tape transmission of information on continuing education registrants. The system affords uniform collection of continuing education enrollment information.

DEGREE DATA SYSTEM

Transmitted on data tape, this system provides information on the degrees granted in the previous fiscal year and on the characteristics of the graduates of community colleges.

DISCIPLINE COST ANALYSIS SYSTEM

This system provides annual data on the full-time equivalent students in and costs of programs at the colleges. Costs can be compared with trend data and with data from similar programs at other colleges.

EMPLOYEE DATA SYSTEM

Transmitted on data tape, this system provides information on the employees of community colleges and the demographic characteristics of faculty members.

ENROLLMENT INFORMATION SYSTEM

Transmitted on data tape, this system provides information on Fall enrollment and the characteristics of students who are enrolled in credit transfer and occupational programs.

FINANCIAL STATEMENTS AND MANAGEMENT LETTER ANALYSIS SYSTEM

This system provides for State Board review of the financial statements and management letters submitted as part of college audits. The Board's analysis is furnished to the Legislative Auditor for his report to the General Assembly.

OPTIONAL RETIREMENT SYSTEM

This system is used in the Board's (1) determination of community college employee eligibility for participation, (2) reimbursement of retirement costs by the State, and (3) return to the State of employer contributions made on behalf of participants who discontinue employment and seek return of their own funds.

PROGRAM DATA MONITORING SYSTEM

This system provides a profile of each program at each community college and displays enrollment, degrees, follow-up, and discipline cost information for the program and for similar programs at other colleges. These analyses form an important part of the program evaluation process.

PROGRAM EVALUATION SYSTEM

This system annually provides for in-depth campus analyses of four or more programs identified at the State level through use of the Program Data Monitoring System.

SYSTEM FOR EVALUATION OF INSTRUCTIONAL PROGRAM PROPOSALS

This system is used for assessment of college proposals to implement new degree and certificate programs. The information, from letters of intent and program proposals, is used in determining endorsement and final approval of proposed new programs.

COLLEGE: HARFORD COMMUNITY COLLEGE

PROGRAM NUMBER: 5208 01
HEGIS PROGRAM CATEGORY: NURSING, RN

CERTIFICATE: NOT OFFERED
ASSOCIATE: NURSING

COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	USOE NUMBER
NURSING	PRE 1974	ACTIVE	7030100

FALL ENROLLMENT:	1979	1980	1981	1982	1983	1984
CERTIFICATE LEVEL						
FULL-TIME	-	-	-	-	-	-
PART-TIME	-	-	-	-	-	-
ASSOCIATE LEVEL						
FULL-TIME	176	198	145	130	121	65
PART-TIME	244	330	330	397	395	342
TOTAL HEAD-COUNT	420	528	475	527	516	407
AWARDS:						
CERTIFICATES	-	-	-	-	-	-
ASSOCIATE DEGREES	72	72	98	88	71	86
TOTAL ALL AWARDS	72	72	98	88	71	86
PERCENT FULL-TIME	42%	38%	31%	25%	23%	16%
FT ENR-TO-AWARD RATIO			1:1	1:1	1:1	1:1
STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO (RATIO = 172 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						1:1

STUDENT FOLLOW-UP STUDIES:

	1980 GRADUATES		1982 GRADUATES	
	COLLEGE	STATE	COLLEGE	STATE
NUMBER OF RESPONDENTS	28	388	38	415
RESPONSE RATE	39%		43%	
FULL-TIME JOB, DIRECTLY RELATED	50%	61%	79%	70%
FULL-TIME JOB, SOMEWHAT RELATED	7%	3%	0%	3%
FULL-TIME JOB, NOT RELATED	0%	1%	0%	1%
PART-TIME JOB	32%	27%	16%	21%
TRANSFERRED, NOT EMPLOYED	4%	1%	0%	0%
SEEKING WORK, NOT EMPLOYED	4%	2%	0%	0%
MILITARY, HOME RESPON, OTHER	4%	5%	5%	4%
TOTAL	100%	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	32%	12%	13%	10%
ACHIEVED PERSONAL GOAL	93%	96%	95%	98%
SATISFIED WITH INSTR IN PROGRAM	100%	94%	95%	95%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	$14,029	$14,326	$16,600	$16,640
NO. REPORTING SALARY DATA	15	217	24	270
BEGAN NEW JOB AFTER COLLEGE	94%	85%	69%	85%
SATISFIED WITH EMPLMNT PREP	100%	93%	93%	95%

ANNUAL JOB OPENINGS, 1976-1982:

	BALT AREA	STATEWIDE
NURSES, PROFESSIONAL	973	1,438

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FT	FALL, PT	1984 TOTAL	AWARDS CERT	83-84 AA	SCH YR TOTAL
ALLEGANY	203	159	362	-	70	70
ANNE ARUNDEL	63	473	536	-	74	74
BALTIMORE	101	172	273	-	64	64
CATONSVILLE	281	662	943	-	106	106
CECIL	51	99	150	-	22	22
CHARLES	60	24	84	-	33	33
ESSEX	155	492	647	-	106	106
FREDERICK	47	112	159	-	39	39
HAGERSTOWN	31	34	65	-	25	25
HARFORD	65	342	407	-	86	86
HOWARD	54	311	365	-	81	81
MONTGOMERY	46	157	203	-	80	80
PRINCE GEORGE'S	231	534	765	-	116	116
WOR-WIC TECH	19	29	48	-	34	34
TOTAL ALL COLLEGES	1407	3600	5007	-	936	936

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

	FY81	FY82	FY83	FY84	81-84 CHG
HIGHER ED PRICE INDEX	203	226	240	253	+25%
STATEWIDE COST:					
ALL DISCIPLINES	$83	$87	$97	$104	+25%
THIS DISCIPLINE	$133	$145	$149	$156	+17%
COLLEGE COST:					
ALL DISCIPLINES	$84	$81	$106	$112	+33%
THIS DISCIPLINE	$87	$105	$146	$130	+49%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS; A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

PDM QUANTITATIVE CRITERIA CHECKS INDICATE:

ENROLLMENT DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR

SOURCES: HEGIS REPORTS, FOLLOW-UP STUDIES, DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY THE COLLEGE.

BEST COPY AVAILABLE

Appendix D

OTHER BOARD PUBLICATIONS

This State Plan constitutes an important part of the functions of the State Board for Community Colleges. The Plan communicates the current status of community college operations and establishes goals for future activities.

While reference is made in this Plan to the wide spectrum of State Board and community college programs and services, it is impossible in a single document to detail all activities summarized. Therefore, the following major publications, developed since the last Plan, may be of interest. A limited number of copies of these documents is available from the State Board office. If the document is available through the ERIC system, the reference number is shown in parentheses following the title.

- Analysis of Auditors' Management Letters and Community Colleges Responses for Fiscal Year 1984, June 1985
- Program Evaluations 1984, Maryland Community Colleges, April 1985
- Accounting Manual for Maryland Community Colleges, February 1985
- Continuing Education Staff Directory, February 1985
- Selected Financial and Enrollment Data, Maryland Community Colleges, January 1985
- Articulated Programs Between High Schools and Community Colleges in Maryland, December 1984
- Study of State Funding of Maryland Community Colleges, October 1984 (ED 248 943)
- The Improvement of Occupational Education in Maryland, Fiscal Year 1984, September 1984 (ED 247 989)
- Annotated Code of Maryland - Education Article (Community Colleges); Code of Maryland Regulations (State Board for Community Colleges), July 1984
- State Board for Community Colleges Bulletin, monthly during academic year

The following major documents serve as continuing reference to projects currently underway or review procedures currently in effect. These publications are used by the staff, the community colleges, and other agencies of government.

- Instructional Program Manual, Maryland Community Colleges, November 1983 (ED 238 475)
- Funding to Meet the Need for Community College Education in Baltimore City, November 1983 (ED 235 858)
- Laboratory Equipment Needs in Maryland Community Colleges as of June 30, 1983, November 1983
- Four Years Later: Follow-Up of 1978 Entrants, Maryland Community Colleges, September 1983 (ED 234 850)
- Continuing Education Manual, Maryland Community Colleges, July 1983 (ED 234 851)
- Career Development and Job Performance, Follow-Up of Maryland Community College Graduates and Their Employers, June 1983 (ED 232 749)
- The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities—The Maryland Experience, May 1983 (ED 230 255)
- Data Element Dictionary, Maryland Community Colleges, November 1982
- The Study of Remedial/Developmental Education in Maryland Community Colleges, January 1982 (ED 219 122)
- Four Years Later: Follow-Up of 1976 Entrants to Maryland Community Colleges, May 1981 (ED 220 135)
- Nursing is Expensive, Nursing is Inexpensive (An Analysis of Community College Nursing Programs), 1981
- Student Follow-Up of Entrants and Graduates of Maryland Community Colleges, November 1980 (ED 195 312)
- Maryland Community Colleges: Discipline Cost Analysis Manual, June 1980 (ED 192 836)
- Manual for Maryland Community College Trustees, November 1979
- Developmental/Remedial Education at the Maryland Community Colleges, September 1979 (ED 175 514)
- Maryland Community College Evaluation System Description, March 1979
- The Economic Impacts of Maryland Community Colleges, September 1978 (ED 158 804)

- Economic Impact Manual for Maryland Community Colleges, September 1978 (ED 160 167)
- Program Data Monitoring System Description, Maryland Community Colleges, March 1978
- Maryland Community Colleges Facilities Manual, September 1977
- Maryland Community Colleges Financial Policies, Guidelines, and Procedures Manual, June 1975

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ERIC Clearinghouse for Junior Colleges
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